DOCUMENT RESUME

ED 131 315 95 CE 008 974

AUTHOR Rogers, Richard A.
TITLE Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.
INSTITUTION Western Wisconsin Technical Inst., La Crosse.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO VT-103-306
BUREAU NO P5007VW; V361185
PUB DATE 30 Jun 76
GRANT OEG-0-73-5297
NOTE 189p.

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS *Adult Education; *Career Education; Career Planning; Continuous Learning; *Delivery Systems; Developmental Programs; Elementary Secondary Education; Inservice Teacher Education; *Outreach Programs; Post Secondary Education; *Program Evaluation; Resource Centers; *Rural School Systems
IDENTIFIERS Wisconsin

ABSTRACT

This report details the accomplishments and major activities of a 3-year career education project serving more than 186,000 individuals within the Western Wisconsin Vocational, Technical, and Adult Education District. Basic to the project design is the establishment of five career centers which provide a wide variety of career information and services. The document contains a summary report, final and quarterly reports from each of the five area coordinators, and the third party evaluation. The data, analyses, and conclusions are presented in a determination of whether each of the 11 objectives of the project had been met. The evaluators concluded that the project had a number of signdficant impacts during the three years it was operational, and had achieved its objectives in terms of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district. Students showed progress in self awareness, knowledge of work, and career decisionmaking; community awareness of available programs and opportunities also increased. Appended to the evaluation report are the work statement for the evaluation and survey instruments. (RG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131315

INTERIM REPORT

Project No. F5007VW (V361185)
Grant No. OEG-0-73-5297

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Richard A. Rogers
Western Wisconsin Technical Institute
Sixth and Vine Streets
La Crosse, Wisconsin 54601

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June 30, 1976

CE 008 974

VT 103 306

TABLE OF CONTENTS

Section		Page
5.	Summary of the Report	1
	a. Time Period Covered by the Report	1
	b. Goals and Objectives of the Project	1
	c. Procedures Followed	1
	d. Results and Accomplishments	2
	e. Evaluation	3
6.	Body of the Report	4
	a. Problem Area	4
	District Statistics	4
	Educational Programs: K-Adult	6
	Career Counseling - Area	7
	Career Counseling - W.W.T.I.	8
	Career Education Activities	8
	b. Goals and Objectives of the Project	10
	c. Descriptions and the Project Design and Procedures	11
	d. Results and Accomplishments	11
	Northwest Area	12
	Northeast Area	16
	East Area	18
	South Area	27
	West Area	39
	e. Evaluation of the Project	42
	University of Wisconsin-Stout's Final Report	43

****

Quarterly Reports

West Area (Richard Rogers, Coordinating Chairman)	167
Northwest Area (Richard Ammerman, Coordinating Chairman)	172
Northeast Area (Gerald Dittmer, Coordinating Chairman)	178
East Area (Dale Steffen, Coordinating Chairman)	184
South Area (Morris Severson, Coordinating Chairman)	191

QUARTERLY AND FINAL REPORT OF THE IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA

5. Summary of the Report

a. Time Period Covered by the Report

1. July 1, 1973 through June 30, 1976. Project No. F5007VW, formerly No. V361185.

2. April 1, 1976 through June 30, 1976 - final quarter of reporting period.

b. Goals and Objectives of the Project

The overall objective was to assist in developing career and continuing education concepts, articulation in the discipline ladder and programs for the total spectrum of education. All project objectives were continually scrutinized; some were altered to meet the needs for new evaluation techniques. However, implementation and facilitation of all objectives were completed to varying degrees of success.

c. Procedures Followed

The first year of the project developed in phases. After establishing a ten-year program, the three-year program, aided financially and advisorily by the federal government, was set forth. The first year plan included: (1) establishment of the career and continuing adult education resource centers in five locations; (2) to make available human and material resources to all the people in the district; (3) to implement courses and programs for the educationally underprivileged, and; (4) to expand the understanding and utilization of the career education concepts. The second year plan, as originally stated in the First Quarterly Report of the 1973-1974 year, stressed "design", but because of the need for the establishment of a base line from which to evaluate, the third year objective, "implementation," was hurriedly established and started in January of 1975. The final (third year) of the project combined a design phase with an implementation objective with a limited scope of influence. The broad range of the original design was narrowed to allow for greater concentration of efforts and greater evaluation of a workable system for conintued implementation.

d. Results and Accomplishments

The basic aim of this project was to develop a delivery system for a comprehensive program of career education in a rural area. Necessary components of this system were: 1) establishing five career centers in various areas throughout the District; 2) making these centers the contact points for a a wide variety of career information and services; 3) determining the career educational needs of educational service agencies, community agencies, and business, industrial, and governmental agencies; 4) designing an operational format whereby each career center would serve as the focal point for initial career education information, services, and guidance; 5) establishing the credibility of each career center in regard to the services, materials, and expertise available; 6) evaluating the progress of each career center in relationship to the established objectives of the project; and 7) implementing a program of continual career education development based on the original intent of the program.

The various activities of the five career education centers evolved from and centered around these components. The structuring of objectives and work activities, both short and long range, were geared to these designated procedures. Any significant accomplishments of the project were a direct result of the establishment of the career centers as credible, viable sources for designing, implementing, and developing sound career education activities including:

1. Linkages were developed between various educational institutions in an attempt to promote articulation from kindergarten through post-secondary schooling.

2. Community resources were developed and promoted to connect educational programming and curriculum development to community needs, desires, and expertise.

3. A system of career education development was generated throughout the District stressing career awareness, career exploration, and career preparation.

4. A delivery system for materials and resources was developed and promoted use of career education information in a wide spectrum of educational situations.

5. Each of the five centers became the focal point for career education within their specific areas.

6. Plans for continued career education were developed and include:

   a. Continued utilization of the Career Mobile.

   b. The development of a second Career Mobile unit stressing individual career evaluation and decision making

c. Maintaining the five area centers as career education resource and development centers.

d. The employment of a career education consultant whose duties would be to assist the coordinating chairmen in each center and include:

1. The Career Education Consultant shall in cooperation with the Area Coordinator as a liaison person between the District and the elementary and secondary schools of the District to provide continued services relating to career education.

2. Shall organize and present in-service programs on career education to schools as requested.

3. Shall organize and present with the cooperation of the Area Coordinators programs for the continued implementation of the Career Corps in those schools requesting this program.

4. Direct the continuation of the Audiovisual Resource Center services of W.W.T.I. to the schools of the District.

5. Serve on the advisory committee of the Career Mobile and assist in the coordination of the services with the needs of the schools and the Career Corps.

6. Maintain an update of information on the status of career education in the technical schools, Department of Public Instruction, and at the national level and use this information for the expansion of services to the District.

7. Develop a career evaluation project proposal for a mobile career evaluation unit to service the District elementary and secondary schools in conjunction with the Career Mobile.

8. Evaluate through reserach the input of a planned career education program at the secondary level on the enrollment in programs at W.W.T.I.

e. Evaluation

1. The Project Director, the Coordinating Chairmen and others involved in the project considered the three year project successful. Basically, all goals as set forth on the following pages were achieved. The degree of success for meeting the project goals is presented in the narrative by each of the career education centers.

2. Comments of administrators, counselors, a few teachers, many citizens of the district and an analysis of evaluation data make it obvious that significant success has been made in presenting career education to the public. Resource center implementation, resource library development, instrument utilization, in-service and other training have had a marked influence on the district's citizens. The instruments, et cetera, developed by the career education staff met with favor.

3. The majority of evaluation instruments were those utilized nationwide and administered by the University of Wisconsin-Stout, the third party evaluator. Stout did develop a few of their own with our approval. The results were affirmative as can be seen in the third party evaluator part of this report.

A feeling of accomplishment exists within the career education staff with the ending of this particular project. However, four significant areas need continued emphasis and have inhibited a greater scope of achievement during the three project years. These factors are: (1) acceptance of change is not readily received; (2) more time and work is needed to develop the necessary rapport with schools, community agencies, industry and business; (3) articulation with and between area educational institutions has progressed but needs continued work, emphasis, and direction; and (4) acceptance and integration of the career education concept into the curricula of all schools in the District is not realized. An emphasis on a more concentrated effort limited the initial desire for a broad based acceptance of career education. Widespread implementation has become a continuing goal and an additional five, ten, or twenty years should achieve greater career education emphasis.

6. Body of the Report

a. Problem Area Toward Which the Project was Directed, Including Reference to the Original Proposal, Previous Studies and Experiments, and Related Literature.

1. District Statistics

A comprehensive study in 1973-1974 and a follow-up survey in 1974-1975 of the Western Wisconsin Vocational, Technical and Adult Education District have been conducted by the Community Services organization in order to understand the problem areas as set forth in the project title, "Implementation of a Program and Delivery System for a Comprehensive Career Education System in a Rural Area". The District has a geographic area in excess of 5,000

square miles which inclues Vernon County less the portion of the Kickapoo and Gays Mills School Districts; Juneau County less a portion of the Nekoosa, Pittsville, Wisconsin Dells, Reedsburg, and Wonewoc School Districts; Jackson County less the portion of the Osseo, Fairchild, Alma Center and Pittsville School Districts; Buffalo County less the portion of the Mondovi, Durand, Gilmanton and Alma Center School Districts; Trempealeau County less the portion of the Eleva, Strum, Osseo and Gilmanton School Districts; La Crosse and Monroe Counties; plus the portion of Crawford County which holds the De Soto School District, Richland County which holds the La Farge School District and Richland and Sauk Counties which holds the Hillsboro School District. The total population has remained relatively constant in the past ten years. In 1960 it was approximately 175,000, in 1970 it had increased to 186,217: the youth 62,277, the 18-66 year olds 99,450 and the elderly 24,490. The greatest percentage of this increase was in La Crosse County, 11 percent -- the same as the state average. As of 1970 there were 9,043 farms and 285 industries. In the last three years the number of farms has decreased; a few industries have moved into the district; services have increased a great deal. The district is principally rural: in the State of Wisconsin 6.5 percent of the residents are employed in agriculture and forestry while, with the exception of La Crosse County, in the other nine counties of the district 27.1 percent of its residents are employed in agriculture and forestry. About half of all manufacturing, trade, and service industries are located in La Crosse County, principally in La Crosse, a city of 51,125 people. Thirty-six perceqt of the labor force is engaged in services and government, 25 percent in manufacturing, 13 percent in trades, 12 percent in transportation and utilities, 10 percent in farming and 5 percent in construction. From these statistics it is obvious that a great number of farms perform off farm work for 100 days or more each year (this increases the need for second career training). Six thousand five hundred eighty (about 6.4 percent) members of the labor force consistently remain unemployed compared to the state average of 5.1 percent. This past year unemployment has increased well above the national and state norms, as high as 13 percent in one county. Five percent of the labor force attend evening school each year. Thirteen percent of the La Crosse County residents earn $4,000 or less: this is the same as the state average; however, 23 percent of the population in the other nine counties earn $4,000 or less a year.

Fifty-two percent of the population 25 years of age and older are not high school graduates; twenty-five percent of those under 25 and out of school one year are not high school graduates. The average reading level of high school graduates attending post-secondary institutions fluctuates between grades 10.1 and 11.3. The district graduates approximately 3,700 students from two parochial high schools and 28 public high schools; and there are 68 elementary public schools, 27 parochial elementary schools and junior high or middle schools in the 27 public school districts within the Western Wisconsin Vocational Technical and Adult Education District. The Technical Institute is located in the city of La Crosse, a city of over 51,000 people; and it serves as a comprehensive center for the whole District.

Western Wisconsin Vocational, Technical and Adult Education District has an equalized valuation of approximately $42,000 per public school pupil. The public schools have a staff-pupil ratio of one to twenty-five.

2. Educational Programs: K-Adult

Most of the schools have the traditional general education, vocational education and college preparatory curriculum. However, with the assistance of state/federal monies, many schools are developing or expanding vocational and career educational opportunities. Examples are: the five-school cluster of Taylor, Blair, Whitehall, Independence, and Arcadia is offering courses in meat cutting, building trades, electronics, small engine repair, health occupations, graphics, auto mechanics, along with agriculture, business and home economics. Five schools in the southern portion of our district have joined together to develop vocational career educational opportunities. An LVEC has been hired to work in Bangor, Cashton, La Farge, Brookwood and Hillsboro School Districts to coordinate the effort. A local vocational education coordinator (LVEC) is employed by most of the districts; generally, one LVEC is used by more than one district in every case.

Western Wisconsin Technical Institute is at present offering, on a coordinated contractural basis, to the La Crosse and Onalaska school districts electronics, small engine repair, data processing, auto mechanics, welding, and survey of health occupations. This past year W.W.T.I. expanded its service (Survey of Health Occupations) to Sparta, Tomah, Black River Falls, the Northwest five-school cluster. A course in graphics was delivered to Sparta.

The total number of disadvantaged within Western Wisconsin Vocational, Technical and Adult Education District totals approximately 22,000 with the majority of them being rural

disadvantaged. Approximately 5,500 of this total are students (K-14) throughout the VTAE District. An additional 2,500 residents of the VTAE District are handicapped persons.

The handicapped are difficult to find; but, with the help of a handicapped person on the W.W.T.I. staff, they are gradually being located and urged to seek education which can make them employable. At the same time, employers to hire these handicapped are being sought by the placement officer.

Within the district are three post-secondary schools; Western Wisconsin Technical Institute, University of Wisconsin-La Crosse and its extension system, and Viterbo College. Monthly the directors-presidents meet to discuss and attempt to solve their mutual problems. This group has established several committees, composed of personnel from each institution, which are asked to seek solutions to the educational needs of students and other problems as defined.

These institutions provide post-secondary educational programs which serve approximately 22,000 students annually in a vast variety of instructional areas. Duplication of programs is evident especially in the areas of agriculture, business, health occupation and teacher in-service. Articulation meetings have been held with representatives of these educational institutions and career center coordinators from W.w.T.I. Discussions centered on methods to minimize duplication and the possibility of developing a joint program based on career lattic/career competency rationale. However, the two major problems that hinder articulation of programs are: (1) competition for students, and (2) recognition of credits from one institution to another. Some positive results have been achieved, but a great deal of work needs to be done based on the actual mission of the institution involved. To help solve these problems, Western Regional Council composed of University of Wisconsin and Vocational, Technical and Adult Education personnel has been formed. A joint project geared to the adult learner, focusing on publicizing educational opportunities and helping the learner develop skills to assist him in his/her career, is established. Curricula will be mutually built.

3. Career Counseling - Area

This District is ethnically pocketed which makes counseling more difficult; however, the establishment of the centers has afforded ethnic groups a sphere of influence, close enough to their home, and a person, the coordinating chairman, to counsel them. They can relate to him because his work is within their geographic area.

4. Career Counseling - W.W.T.I.

Western Wisconsin Technical Institute has a full-time placement officer who makes contacts and arranges interviews with representatives from prominent businesses and industries for prospective employment. The Placement Office works closely with the local office of the Wisconsin Job Services to assure exploration of all career opportunities for graduates of both diploma and associate degree programs.

Students are asked to submit resumes and letters of reference to set up a credential file for use by prospective employers. Many part-time jobs are available in the surrounding area for the students who need to support themselves while attending school. The school assists students in locating part-time and vacation employment while attending school.

Student Personnel Services involve all student related functions which are not instructional or administrative school affairs. Included are counseling, financial aids, housing, admissions, registrations, health services, high school relations, placement and student activities services.

5. Career Education Activities

There is an expressed need for career education activities in all of the 27 public school districts and within the Western Wisconsin Vocational, Technical and Adult Educa- District System. All districts have implemented career education to some extent in all or in a part of their system. The La Crosse Public School District is proceeding slowly. In 1973-1974 they institute career education at the K-3 level and in 1974-1975 at the 4-6 level. In 1975-1976 they instituted career education into their curricula in the 7-9 grades. Royall has adopted the career education concept in its entire system. Bangor is doing the same. New Lisbon has established a Career Corps and Arcadia a placement system. Sparta is utilizing its concept in its vocational programs and Tomah had some in-service programs as did Holmen, Cochrane-Fountain City, Taylor and Gale-Ettrick-Trempealeau.

As Western Wisconsin Technical Institute progresses in this project, the following specific components of career education, stated as goals, were established. (Seven basic career education goals were developed, and from them a curricula matrix evolved): (1) Self-Exploration and Awareness, (2) Career Awareness and Exploration, (3) Economic Awareness, (4) Life-Style Awareness, (5) Decision Making and Planning, (6) Placement Curriculum, and (7) Basic Educational Skills.

Integrating career education into established curricula was our basic objective. To help teachers and administrators become aware of the career education conept and to have a method by which they may integrate career education into their curriculum, a short, individualized curriculum matrix was developed. In addition, coordinating chairmen and other counselors have provided consulting services to building administrators, counselors, and classroom teachers.

During the three years of the project, the career education team ordered and previewed much career education resource material including films, filmstrips, cassettes, and various types of written matter. These materials were loaned to schools for utilization in the classroom. Audiovisual equipment accompanied the loan.

The career education team also assumed a public relations role. Both individual team members and various combinations of the team made presentations at civic meetings, conferences, and various schools throughout Wisconsin.

Team members visited sites of other nationally recognized career education projects, attended national conventions and conferences, and traded, via mail and telephone conversations, career education ideas with several other projects.

The career education Project Director and/or the Coordinating Chairmen coordinated all project efforts and served as the project's representative in meetings with local school and civic administrators, agencies, industries, trades, service and other organizations to determine procedures and policies relative to the integration of the career education program. They also served as the project's representatives in joint planning sessions with personnel from other technical institutes' career education components and through formal and informal meetings with representatives from the Vocational, Technical and Adult Education State Office, the Wisconsin Department of Public Instruction, the United States Office of Education, and other national, regional, state, area and local public and private agencies and organizations.

Articulation and communcations of the Western Wisconsin Technical Institute and the Public School Districts has been continuous. Consortiums have been held by the Division Chairmen and Coordinating Chairmen to articulate skill and knowledge competencies between high school and W.W.T.I. wood technics, auto mechanics, math, social studies and communication skills. Desires and needs of youth, the labor force, the elderly were found during the first year and a variety of new classes were designed to meet these needs.

In an attempt to meet these aforementioned needs, materials have been purchased to emphasize the rapid changes in work and leisure, changes and/or modifications in lines of communications. Existing policies have been amplified and/or extended to include the ideas behind career education.

b. Goals and Objectives of the Project

The broad objectives of this project as specified in the original proposal approved June 26, 1973, were:

(1) To provide a program of comprehensive career education which is readily accessible to all residents of the district.

(2) To establish five careeer resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

(3) To develop a career resource library within each of the career centers.

(4) To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

(5) To provide meaningful exploratory and developmental career education experiences to junior high students.

(6) To improve the coordination, planning and supervision of adult continuing education programs in the district.

(7) To provide for citizen planning and evaluation of the centers.

(8) To improve the out-reach services of manpower related agencies as a component of career education.

(9) To provide career and occupational extension training opportunities to the citizens of the district.

(10) To provide increased career counseling and placement services for youth and adults.

(11) To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

At the commencement of the project and as a result of the establishment of the above eleven (11) objectives, three major goals were set forth.

GOAL 1 The first goal was to find the attitudes, needs and desires of all the people in the district. (This was to be accomplished during the first year and was.)

GOAL 2 The second goal, to have been accomplished the second year, was to design a system by which the concepts of career education for a rural area could be delivered to all the people. This goal was discarded in the fall when new guidelines for implementation of the project were presented to the Project Director. As the requirements insisted on implementation immediately so that evaluation could be conducted more readily, the second year basic goal was developed. Three school districts would implement career education in its totality and be evaluated.

GOAL 3 The third goal is to continue to develop career education concepts and institute them in as many districts as possible.

c. Descriptions of the General Project Design and the Procedures Followed

The project was originally designed to deliver career and continuing education to all individuals within the geographical area of the Western Wisconsin Vocational, Technical and Adult Education District. The delivery of career education to all individuals as a necessity has been curtailed to some extent in some districts and intensified in others. However, certain of the original objectives have been carried out to a full extent, some to a lesser than anticipated. The five resource centers were established in strategically located areas for maximum utilization. Each center has a career resource library of audiovisual and printed materials which is available to instructional staffs, to adult groups or to individuals who have a need. The career resource library now includes materials for the adult population and out-of-school youth which were lacking the first year. Utilization has been excensive.

Career counseling is available at all five centers from the available expertise from Western Wisconsin Technical Institute. Specialists in guidance and counseling from Student Services are available on an on-call basis. Experts in specific fields from local business, industry, government and other agencies or programs are available for career counseling also.

d. Results and Accomplishments of the Project

Following is a presentation of the original eleven objectives and the achievements of each of the five career education centers.

FINAL PROJECT REPORT - NORTHWEST AREA
Richard Ammerman, Area Coordinator

The overall objective of this project was to assist in developing or to develop career and continuing education concepts, articulation and programs for the total of education and the various public. This total objective was accomplished through the individual objectives as listed below.

(1) To provide a program of comprehensive career education which is readily accessible to all residents of the district.

(2) To establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

(3) To develop a career resource library within each of the career centers.

(4) To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

(5) To provide meaningful exploratory and developmental career education experiences to junior high students.

(6) To improve the coordination, planning and supervision of adult continuing education programs in the district.

(7) To provide for citizen planning and evaluation of the centers.

(8) To improve the outreach services of manpower related agencies as a component of career education.

(9) To provide career and occupational extension training opportunities to the citizens of the district.

(10) To provide increased career counseling and placement services for youth and adults.

(11) To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

A. Results and Accomplishments

1. Articulation between secondary school districts, administrators and instructional staff is a continuous item. This rapport will continue. (See Quarterly Report March 31, 1974, Exhibit V-Va)

2. Meetings were held periodically with the high school principals for the promotion of the High School Completion Program. This program was established for non-high school graduates. During the last three years there were thirty-six individuals enrolled in the program and at this time, twenty-two of them have received their high school diploma from their original high school.

3. A "Survey of Health Occupations" for high school sophomores was developed by the Health Occupations Division. This program was held at the five cooperating high schools as an awareness program. Participation in the class was very good.

4. An Advisory Committee was established during the first year of operation of the center. The committee has met on a regularly scheduled basis and special meetings have been called when it was deemed necessary. The committee is made up of a cross-section of the public who are interested in the total of education. The committee as a group contributed much to the success of the project. (See Quarterly Report September 28, 1973, Exhibit XV)

5. The career mobile is a very integral part of the career education project. It has been scheduled at all schools on a regular basis. Because of the mobility of this unit, career awareness has been made much more viable to the K-12 student. The unit also is utilized at the county fairs in the area where the adult population views the materials that are available. Interests in the various careers were numerous.

6. An in-service on career education for instructors was prepared by the total of the staff and was presented to all school districts and some private organizations. (See Quarterly Report Dec. 31, 1973, Exhibit II)

7. Career questionnaires for K-12 were developed, distributed and tabulated and the results were returned to the appropriate individuals. (See Quarterly Report December 31, 1973, Exhibit III)

8. A survey was given to all area business, industry and professional people for the purpose of finding out who would be available as speakers or to conduct tours of plant or shop facilities as a career awareness activity for students. Tabulated results were distributed to all schools. (See Quarterly Report December 31, 1974, Exhibit III)

9. Extension classes for various firms were promoted and conducted to help up-grade the personnel within the organization. (See Quarterly Report December 31, 1974, Exhibit IX)

10. Several schools have retained new personnel or have made different assignments to existing staff to pursue the career education concepts.

11. Career education days have been promoted in the elementary and junior high schools with some success. (See Quarterly Report December 31, 1975, Appendix A, page 32)

12. Placement activities took place for a period of two years in one school. The Wisconsin Job Service was initially working with us but because of lack of funds had to withdraw. Surveys were given to the individual students and tabulated. (See Quarterly Report March 31, 1976, Appendix H, page 82-84)

13. Placement services from the center were tabulated and compiled. (See Quarterly Report March 31, 1976, Appendix A, pages 66-70)

14. Other agencies have been contacted to develop working relations. Much has been accomplished by the interface with these agencies. (See Interim Report June 20, 1975, page 36)

15. Filmstrips and 16 mm. films were utilized extensively throughout the three year period of the project by all schools and other agencies. The awareness of occupations was invaluable to those who utilized them. (See Quarterly Report September 30, 1974, Exhibit XX)

16. A survey to determine the availability of shop equipment was distributed to all schools. The tabulation of this information will help to determine future extension adult programs and make individual school districts aware of their deficiencies. (See Quarterly Report September 30, 1975, Section K)

17. Adult Basic Education classes were conducted throughout the duration of the project. Two sections were conducted; one for those who were capable of taking the General Education Development Test and another for those who were not.

18. The General Education Development Test is given at the center three times each year. It was recently given with fourteen individuals taking the test.

19. Media coverage of career and continuing education has been continuous. The cooperation from all media has been extensive as indicated by previous reports.

20. The private schools within the district have been given the same opportunity to utilize the resources at the center as other schools and agencies. It is hoped that utilization will be greater in the future.

21. The project staff and the coordinating chairmen had many meetings to absolve problems and discuss new ideas for the implementation of career education.

22. A complete slate of continuing education programs were offered to the total of the adult public during the three-year project period. During this period there were 4,945 adults enrolled from the eight school districts contained within the geography of the Northwest Center.

23. Flyers for the promotion of the above mentioned classes were mailed to each box holder in the district twice each year.

24. Career education workshops for call-staff instructors were held in the La Crosse Center.

25. The cooperation of other Community Service people and full-time personnel has been outstanding.

26. There have been many informational and instructional meetings with the third-party evaluator, individuals from the Wisconsin Department of Public Instruction and from the State Board of Vocational, Technical and Adult Education.

27. Mr. Pendleton and the coordinating chairmen have attended many local and state called seminars and meetings. Information received at these meetings was disseminated to all concerned parties.

B. Summary

Career education has become a term that is in the vocabulary of many more individuals as of this date than were acquainted with it three years past. Educators, industrial people, business people, parents, students and the general public who were enrolled in continuing education programs have been exposed to career education to varying extents. It is not implied that 100% or utopia has been reached toward the implementation of total career education for all people. A start has been made. It will take much more time and many more dollars to complete the total endeavor. I am sure that those of us who have been exposed to career education will continue to promote the total concept; and to utilize all of the materials and expertise that we have at our disposal and to acquire any additional material and knowledge as it might become available.

FINAL PROJECT REPORT - NORTHEAST AREA
Gerald Dittmer, Area Coordinator

Objective #1. The Northeast Center is providing a great number of viable services to the residents of its area through various means which include, but are not limited to, adult evening programs, Associate Degree offerings, the provision of career education information and materials, high school equivalency classes, G.E.D. testing, trade extension courses for business and industry, and an increased number of special services.

Objective #2. The Northeast Center has expanded from a one-room facility in the first year of its existence into a much larger cottage at the Wisconsin Child Center. It is hoped that upon termination of the present Cottage "E" lease (September 30, 1976) the center may relocate in still another building at the Child Center, one which will provide more spacious, usable and pleasant surroundings.

Objective #3. The Northeast Center library, consisting of written career education materials, career guides, school catalogs, filmstrips and cassettes, etc., is utilized by area elementary and secondary teachers, personnel of the Wisconsin Child Center and Black River State Correctional Camp, and a great number of individuals seeking career information.

Objective #4. Teachers in-services have been held in both Sparta and Tomah Schools. During the second year of operation an attempt was made to sponsor a career education workshop in cooperation with the University of Wisconsin-Stout. The workshop was cancelled because of limited interest on the part of area teachers.

Objective #5. A concerted effort to assist junior high school instructors has been made through both their usage of our career education audio visual materials available at the center and teacher in-services. Sparta instructors have covered the wide range of careers through usage of many of our filmstrips.

The I.M.C. Director of Sparta Junior High School is a member of the Northeast Center Advisory Committee.

Objective #6. Two new evening program supervisors have been employed during the existence of the Northeast Center. Increased enrollments have been recognized partially as a result of this move. A comparison of total evening school enrollments is as follows:

1973-74 . . . . 1648 students
1974-75 . . . . 1803 students
1975-76 . . . . 1772 students

The slight drop experienced this past year is undoubtedly due to the imposition of tuition upon evening school students. However, in comparison to enrollments in other areas, this drop is minimal.

Objective #6 (cont.)

A daytime Adult Basic Education class was started at the Northeast Center and has been steadily increasing in enrollment. Most students come to the class for assistance in preparing for the G.E.D. Test, while some attend for help in special areas (reading, math).

The establishment of the Northeast Center as a G.E.D. testing center has been very beneficial to area residents. A total of 86 persons have taken the G.E.D. Test at the center since the program was begun in November of 1974. The test will again be given in July, 1976.

Associate Degree offerings have been greatly expanded in the area served the the center . . .

1973-74 -	3 programs completed	42 students
1974-75 -	10 programs completed	118 students
1975-76 -	27 programs completed	394 students

It is hoped that sufficient interest in these programs may be generated to continue the above increase in enrollments.

Objective #7. A working advisory committee was established upon the opening of the Northeast Center. The committee meets on a regular basis to assist in planning and implementing the services rendered through the center.

Objective #8. The lines of communication between the Northeast Center and various manpower agencies in the area remain open.

Objective #9. As business and industry needs and desires are identified the appropriate courses are conducted. This objective has also been met through various technical adult evening programs. A total of 651 individuals were enrolled in various trade extension programs during the past year, and 467 were involved in special services.

Objective #10. Approximately 25 percent of the individuals who phone or visit the center do so for the purpose of securing some type of assistance in course or career selection. The center is very definitely providing a valuable service to its area in this capacity.

Objective #11. The center is staffed by a Coordinating Chairman, available at any time through appointment, a full-time secretary, and an Adult Basic Education instructor who spends two afternoons per week at the center.

Objective #12. Strong lines of communication have been established between area high school teachers, administrators and counselors, the Coordinating Chairman, and the administrative and instructional staff from Western Wisconsin Technical Institute. It is hoped that this relationship will continue to improve as schools realize the broad scope of services that are available to them.

FINAL PROJECT REPORT - EAST AREA
Dale Steffen, Area Coordinator

OBJECTIVE #1: To provide a program of comprehensive career education which is readily accessible to all residents of the district.

The East Area Coordinating Chairman, Dr. Steffen, continued to be an active participant in: (1) the Board of Juneau County Senior Adult Center located in the County Seat at Mauston, Wisconsin, (2) the Advisory Committee on Mental Health for the Unified Board of Juneau, Richland and Sauk Counties in Wisconsin, (3) the Advisory Committee of the Wisconsin Congress on Aging, (4) the Advisory Committee of the Juneau County Board of Concern, (5) Elroy Bi-Centennial Planning Committee of Elroy, Wisconsin, and (6) the newly reactivated Juneau County O.E.D.P. in efforts to reach residents of the district.

Filmstrips, cassettes, films, videotapes, and printed materials, have been available materials used extensively by most schools, and other schools in the East Area have used some of the materials at one time or another. The listing of audiovisual materials available at the center is constantly being updated and furnished upon request.

The Adult Basic Education and Developmental Program day classes became a reality at the East Career Center in Mauston with participation including elementary school and secondary school referrals, former school dropouts, and persons interested in improvement or refresher help in particular basic academic areas.

The East Area Coordinator became a Chief Examiner, able to administer the G.E.D. test for the High School Equivalency Diploma, and conducted two (2) test periods. All students were encouraged to discuss future career plans with the Chief Examiner, and the response was reported as most gratifying in many instances.

The East Career and Continuing Education Resource Center facilities became "overcrowded". The Zoning Administrator gave us some relief with a temporary permit for a portable classroom made available and utilized until June 1, 1976. Telephone calls and visitations have tripled, classroom scheduling has been a real problem and available equipment has necessarily been limited. At this writing, other and larger facilities and being sought by the Western Wisconsin Technical Institute Board of Education to meet the needs demanded by expanding educational participation requested by many segments of the population.

OBJECTIVE #2: To establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

The East Career and Continuing Education Center in the Western Wisconsin Vocational and Technical Adult Education District was established at Mauston, Wisconsin. A coordinating chairperson and secretary administered the resource library and equipment available for classroom, and other group gatherings or meetings.

The East Area Advisory Committee assisted the efforts of Western Wisconsin Technical Institute personnel, news media and individual agencies in efforts to develop the center to make it more effective.

OBJECTIVE #3: To develop a career resource library within each of the career centers.

The Career educational materials of filmstrips and cassettes were carefully selected and well established and within fiscal limitations, replaced when obsolete or worn out. Postsecondary school catalogs, career booklets, and course brochures are available at the center in limited quantities. The loaning system readily allows constant tabulation and accountability whenever necessary. The West Center in La Crosse has many additional films and materials, which are shared by all career centers of Western Wisconsin Technical Institute District.

The East Center was given additional materials as a gift, including a set of 8 mm film loops on selected careers. Brookwood Junior High School personnel reported these loops a welcome supplement to the other materials available to the students.

OBJECTIVE #4: To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

In the summer of 1974, a workshop for K-12 teachers was organized in cooperation with the University of Wisconsin – Stout and held at the East Career Center in Mauston. Basic concepts and information relative to career education were involved in the graduate course, particularly enriched through the help of visiting consultants. Mr. Pendleton and all Western Wisconsin Technical Institute chairpersons participated either as consultants or fully enrolled class members. A follow-up of this summer workshop was held at a later date.

During the summer of 1976, another course has been developed for East Area K-12 teachers to provide in-service training for school personnel. Advanced financial commitments by twenty-five (25) teachers has assured another workshop to be held locally. It will be concerned with the learning disabilities and remedial teaching techniques confronting the educators. Through the cooperation of the University of Wisconsin - Stout, graduate credits may be earned by the participants. The East Area Career Coordinator will continue to serve as a liaison person to help with the workshop.

In-service programs were attended at the Western Wisconsin Technical Institute for call staff, at Royall for K-12 teachers, at Hillsboro for K-12 teachers, at Bangor for Junior High teachers, at Seneca for high school teachers, at La Farge for K-12 teachers, at Brookwood for K-12 teachers, at Mauston for K-12 teachers, and at Moraine Park Technical Institute for evaluation of the workshop. Other informal faculty meetings, at which career audiovisual materials or concepts were discussed, included schools of Camp Douglas, Lydon Station, New Lisbon, Oakdale, Wyeville and Blue Wing development project.

Mr. Pendleton and Dr. Steffen were team participants in a pilot evaluation of the Eau Claire Community Service Division of District One. The team was composed of selected personnel in the state from the University of Wisconsin - Stout, the Wisconsin State Board of Vocational, Technical and Adult Education and other vocational, technical and adult education districts of Wisconsin, who acted either as team members or as consultants. These members were given the additional task of developing an instrument applicable as a future guideline in the evaluation of the community service division of any vocational, technical and adult education district.

At the invitation of personnel of the University of Wisconsin - Stout, the East Area Coordinator attended two (2) seminars held at Green Lake, Wisconsin. Evalution of self, accountability, development of measuring instruments, and the area coordinators' determination of identifiable goals were included as topics. Methods and techniques of call staff in-service education were also main topics of discussion.

OBJECTIVE #5: To provide meaningful exploratory and developmental career education experiences to junior high students.

Career education at the Brookwood Junior High School has particularly progressed at a noticeable pace. The exploratory knowledge of careers by students has included resource persons of the community, as well as filmstrips, cassettes, videotapes, books, films and other career materials furnished by the East Center. Dr. Steffen and Mr. Severson, South Area Coordinator of the Western Wisconsin Technical Institute, were invited to help seventh grade classes explore the areas of apprenticeship, post-high school education possibilities, on-the-job training and life-styles. The enthusiasm and interest of these students were truly amazing and a pleasurable experience.

Career materials and other available resources are being developed for teachers at the Junior High School of the Elroy-Kendall-Wilton School District (Royall). The East Area Coordinator has worked closely with Mr. George Vukich, LVEC, and Mr. Leroy Perkins, Principal of the Brookwood High School, throughout the duration of the project.

An informal in-service meeting was held with the Wyeville teachers of Grades 4, 5, and 6 at which time the career materials and hardware, including the Hitachi, were explained at length. At the request of one of the Wyeville teachers, the materials were used up to the final day of school.

Mr. John Hebl was assigned this year as full-time Guidance Counselor for the Hillsboro Public Schools, Hillsboro, Wisconsin. In this position he scheduled materials from the career center and consequently was better able to foster and promote career education for the junior high school level students. In addition, as a result of an in-service career education presentation to the Hillsboro faculty by Mr. Pendleton, other instructors became more involved in career education.

OBJECTIVE #6: To improve the coordiantion, planning and supervision of adult continuing education programs in the district.

An original survey of educational needs of industry and business was conducted with cooperative efforts of Fred Field, University of Wisconsin - Extension Resource Agent of Juneau County, Sath Menon of Job Services of Juneau County and Dr. Steffen, East Area Coordinator. The survey instrument was followed by personal contacts when responses were not forthcoming. The reluctance of predicting future educational needs was noticeable, however, due to the dire economic situation at the time.

A second effort to determine business and industrial educational needs is now underway. Again, the cooperation of Job Services and University of Wisconsin - Extension has helped Mr. Pendleton and East Area Coordinator Steffen develop the survey instrument and plans. Members of the Juneau County Board of Supervisors, some of the East Area Advisory Committee persons, as well as personnel from the Central Wisconsin Planning Commission have been consulted and contributed to the efforts. Surveys will include eleventh grade students of the area, twelfth grade students attending the Western Wisconsin Technical Institute in the school year 1976-1977, parents of the area with first grade children, a random telephone sampling of residents in the East Area of Western Wisconsin Technical Institute, and selected leaders, representatives of business and industry, as well as population segments (handicapped, disadvantaged, minorities, retired, etc.) of the several communities.

The East Area Coordinator has been assisted by division chairpersons at Western Wisconsin Technical Institute during the project. Offerings include health services, apprenticeship, developmental education, trades and industry, home economics, agriculture, associate degree, business education, graphic arts, and general adult education programs.

The East Area Coordinator continues to attend Community Services meetings at regular intervals as well as Division Administration meetings. Topics of general and of specific school items are discussed, progress reports are given and objectives determined.

Dr. Steffen, Mr. Pendleton, and other chairpersons are in close contact with the evening school supervisors of the school districts in a given area. The East Area Coordinator meets regularly in the fall and at Christmastime with the supervisors. Problems, pay scales, course offerings, instructors, as well as plans and accountability details are discussed. The East Area Coordinator, with the assistance of the East Area Secretary, assists the supervisors whenever necessary in the advertising, procurement of space, finding of and orientation of new instructors, and the organization of evening programs in each high school district.

Dr. Steffen makes concerted efforts in the development of continuing education courses in population segments including specific target business, industrial, underprivileged and minority groups. For example: in business, two (2) classes in a local welding industry set up for ten (10) weeks of one (1) hour per week of advanced and individualized welding, one class of welding for high school released time employees for an industry, food preparation for senior citizens, conversational Winnebago for tribesmen, A.B.E. for underprivileged, and computer programming and metrics for a hospital.

The East Area Coordinator sometimes spends countless hours helping in survey efforts or promotion of classes. For example: assistance has been given to the tax assessor's class, automotive review for proficiency auto mechanics test, and cardiac-pulmonary-resuscitation classes. Mr. Flanigan, Safety Supervisor, Mr. Kloss, Fire Safety Instructor, Ms. Crosskoph, Learning Resource Chairperson, and Mr. Pruse, Apprenticeship Coordinator, are other persons included in an interchange of efforts to develop programs in the area.

Associate Degree courses have been developed in the East Area including Developmental Reading, Psychology of Human Relations, Oral Communications, Written Communications, Technical Mathematics, Economics, Introduction to Sociology, and Typewriting I and II. With the Division Chairpersons involved, students from the East Area included interests in Child Care and Development, Police Science Technology, Clerk-Typist, Marketing, Trades and Industry, and Food Management.

Mr. Weihrouch, Agricultural Division Chairperson, has developed full-time and continuing education programs throughout the district. Being in an agricultural area, the impact and need for preparatory and extension courses in this division are diverse and of vital importance to the economics of the entire community as well as the farmer, lumberman, or agri-business establishment.

In addition, outreach workers and specialists also greatly assist the East Coordinator in helping in the development of programs. The basic education program recruiter is Ms. Patty Flint, a C.E.T.A. employee. Mr. Robert Willett directs the Job Services input for the programs. Mr. Ted Duckworth, Juneau County Veterans Service Officer and Connie Regelein of the Western Wisconsin Technical Institute assist with veterans, while Mr. Phil Malin works particularly with the underprivileged and handicapped.

OBJECTIVE #7: To provide for citizen planning and evaluation of the centers.

The East Career and Continuing Education Center Advisory Committee has been most active. Ms. Althea Leland was elected Chairperson of the group. Prior to this year, formal meetings were held periodically. This year, due to particular needs of facilities, countless meetings have now been necessary by some of the members rather than by attendance in committee-of-the-whole meetings. Crowded conditions, due to the acceptance of the career center concept, has created interest for space procurement by not only school personnel or advisory committee members, but by such persons as a Child Care Director, State Policemen, a member of a fraternal organization, and County Board Supervisors.

Selected classes have been frequently visited by the East Area Chairperson to seek advice and suggestions of class members relative to present improvements and future suggestions. Classes visited included production agriculture, all associate degree classes, tax assessor's class in La Crosse, cardiac-pulmonary-resuscitation, welding, electricity, swimming, knitting, sewing, adult basic education, Conversational Winnebago, and Conversational Norwegian.

Visitation by classes for career information, consultation with teachers and guidance counselors regarding loaned materials, and inquiries from administrators have helped formulate evaluation of the center. In the beginning, it was believed that visitation of classes from the various schools would be most effective. Teachers, librarians, guidance personnel, and administrators soon helped us realize that a preferable emphasis for effective utilization of materials would be to develop a good delivery system and use the facilities as a resource storage area, a drop-in center for guidance and consultations, and the space as a learning center for needful students. Prior to the end of the first year this policy change was made; resulting in an increased use of materials by school people, an increased number of telephone calls and consultations, an increased use of facilities and the resulting overcrowded conditions.

Evaluation instruments have been developed and distributed to evening class members. Information relative to the awareness of career materials and facilities gave us indications and some direction in helping us to formulate plans to improve communications.

J. Robert Pendleton and Area Coordinator Steffen participated in a Vocational Fair held at the Royall High School, Elroy, Wisconsin. In the past two years, Dr. Steffen assisted by Ms. Erickson, the librarian of the Royall High School, has accepted the invitation to participate in the vocational exhibit held in the spring of the year. The film, "You Pack Your Own Chute" has been shown in conjunction with other career materials on display.

Dr. Steffen has attended meetings conducted by Mr. J. Robert Pendleton and evaluators Dr. Orville Nelson, Dr. Harold Halfin, et al from the University of Wisconsin - Stout. Schools of the East Area at which evaluation instruments or surveys were distributed were Hillsboro, Elroy-Kendall-Wilton (Royall), Brookwood, and New Lisbon.

Dr. Steffen has had numerous luncheon meetings with business, school, and industrial representatives at Necedah, New Lisbon, and Mauston. Needs for programs and recruitment of students often resulted.

OBJECTIVE #8: To improve the outreach services of manpower related agencies as a component of career education.

Meetings have been held at the East Career Center including representatives of Social Services, Veterans Service, hospital, Job Services, resource development agency, law enforcement agents, Vocational Rehabilitation, Extension Office-Univeristy of Wisconsin, Department of Natural Resources, CESA 11 and 12, county board and probation office. Exchange of role descriptions were made, educational needs and exchange of assistance among personnel were determined, and tentative future plans were discussed. Improved rapport seemed an additional bonus.

Mr. Phil Malin, handicapped counselor, has visited the center on numerous occasions as a result of appointments made by East Area personnel. Referrals with personal problems continue to be made to the Juneau County Counseling Center, the Juneau County or Monroe County Veterans office, to Job Services, to University of Wisconsin - Extension office, or to other persons who knowingly can assist the individual.

OBJECTIVE #9: To provide career and occupational extension training opportunities to the citizens of the district.

The East Area Coordinator maintains contact with various organizations, businesses, industries, and agencies. Training and upgrading of employees are important goals of the Western Wisconsin Technical Institute.

The Western Wisconsin Technical Institute improves opportunities of certain areas of education by the employment of specialists. Mr. Flanigan, in addition to assisting in the organization and development of first aid and safety courses, also helps industry and business in their needs to meet the requirements of O.S.H.A. The East Area Coordinator has been invited and assisted in preliminary reviews in some schools, prior to his visitation, as a special service. Mr. Kloss, besides Firemanship classes and in-service sessions, has likewise helped the East Area Coordinator by planning two annual Sunday programs for the Southwest Fireman's Association and the attending guests.

OBJECTIVE #10: To provide increased career counseling and placement services for youth and adults.

At New Lisbon High School, a group of seniors served as Career Corps members to help fellow students cope with career identification, requirements, self-realizations, and possible career selections. For a second year, a New Lisbon Career Corps has been organized and

has been extensively trained to serve as assistants to adult counselors in careers. A noticeable change, however, has been to include representatives from grades 10 through 12 to coincide more fully with the peer counseling concept.

The Career Mobile unit has been utilized in the East Area as a welcome supplement to the efforts of the center. In addition to all area school districts, the unit has been well received at the Elroy Fairs, the Juneau County Fairs and the Labor Day Celebrations at Hillsboro.

Mr. Dave Elkins and others from the Western Wisconsin Technical Institute School Services visit all secondary schools in the area. In addition, Mr. William Campbell, Mr. Hal Kumbier, Mr. Harold Motschenbacher, Ms. Connie Regelein, Mr. Phil Malin and others have assisted in counseling of individuals and groups in the area. For example, Mr. Phil Malin has given assistance on such occasions as at interagency meetings, at scheduled occasions with handicapped clients, or at an Adult Work Experience Group, and on other occasions. Mr. Motschenbacher has spoken at a Rotary meeting in the area and explained his vital role in helping job placements.

Dr. Steffen has encouraged individual discussions with all G.E.D. test participants at the East Center. Other adults, law enforcement and juvenile workers, as well as underprivileged and handicapped persons are encouraged to schedule visitations, and referrals are made to Job Services, other agencies, or other Western Wisconsin Technical Institute personnel for forther assistance whenever needed. An example would include the efforts of Ms. Grosskoph, who has accompanied some of her reading experts to the East Center, when difficult placement problems required expert assistance. Referrals are always made to Ms. Anita Smith, Western Wisconsin Technical Institute Chairperson of Health Services Division, in matters relative to health services, including Emergency Medical Technician programs.

<u>OBJECTIVE #11: To imrpove articulation between and expand opportunities in high school and post-high school occupational education programs</u>.

Mr. Robert Willett of Juneau County Job Services has been most cooperative with the East Career Center personnel in the promotion and development of a full-time high school completion program. Brian Dahlstrom, member of the Juneau County Job Service, lends direction and continual assistance to our efforts in career development and placement.

The East Area Coordinator has participated in meetings involving personnel of CESA 11 and CESA 12 in order to increase articulation among high school programs and Western Wisconsin Technical Institute.

offerings. Al Szepi, an L.V.E.C. for La Farge, Westby, Hillsboro, and Viroqua Schools, invited the East and South Chairpersons to various meetings to improve articulation opportunities for student benefits and the elimination of duplication. Dave Young of CESA 12 has been most helpful to our career center throughout the project.

The New Lisbon High School and Walker Stainless Steel Company of New Lisbon, Wisocnsin, were able to continue work experience programs in welding. The most difficult problem the East Area Coordinator encountered in this program was the reality that the high school students employed were highly selected individuals required to minimize risks by the industry and thereby not really answering the needs of all students who might profit from such experiences. With additional facilities, perhaps the students' experiences with expensive factory equipment will be assumed by the vocational school and thereby encourage employment of the so-called "less reliable" but interested boy or girl.

The East Area Coordinator will be better able to meet the needs of students upon the evaluation findings of the Third Party Evaluators. Secondary experimental and control schools have been most cooperative in gathering data, despite the apparently increased demands of the Department of Public Instruction and other agencies likewise seeking needed information through school surveys.

FINAL PROJECT RFPORT - SOUTH AREA
Morris Severson, Area Coordinator

Period Covered: July 1, 1973 through June 30, 1976

Project No: F5007VW

Objectve #1: To provide a program of comprehensive career education which is readily accessible to all residents of the district.

In July of 1973 the South Center was established at Viroqua in what was known as the Vernon County Teachers College building. The County Teachers College had closed in 1970. The building had been exceptionally well maintained and was a very logical place for Western Wisconsin Technical Institute to establish an outreach center.

Soon after opening the doors as an outreach center various means were used to inform the people of the area about the services available to them. Radio, television, local newspapers, regional newspapers, telephone, mail - in short every available media form was used to tell the public about us.

A career education brochure was developed and mailed to almost every teacher in the area. Many times a personal call did the trick.

A survey instrument for business and industry was developed, distributed, collected, and tabulated. The data collected indicated name and type of business; location; contact person; telephone number; principal product; number of employees; did the firms offer tours of their facility (length of tour, size of tour groups, day and time of tour); if the firm had materials usable for career education information; the various jobs available with the firm; what training was needed for entry jobs with the firm; and if there was a current need for upgrading among current employees.

A community resource list was compiled from the survey data. The list was published and placed in each of the schools in the South Region. The document is used by the teachers in planning field trips and contacting resource people for classroom presentations.

The resource list is due for updating in the near future. Since the first publishing there have been personnel changes at some of the businesses and some companies have discontinued tours because of OSHA requirements.

The Coordinating Chairman of the South Center particpatd in the various consortiums on Career and Continuing Education that have been held throughout the State of Wisconsin. He also visited established career education projects in St. Paul and Minneapolis to study their approach to career education.

On October 1, 1974 the Coordinating Chairman of the South Center met with Mr. Ted Kakaliouras, Principal of the Bangor Junior and Senior High School, to discuss methods by which Western Wisconsin Technical Institute could assist the Bangor faculty in revising their school curriculum to include career education. The services available for Career Education assistance through the Western Wisconsin Technical Institute project were employed. Subsequent meetings were scheduled.

On October 15, 1974 Mr. Robert Pendleton and Mr. Morris Severson appeared before the Bangor Public School Board of Education. Mr. Pendleton discussed the concept of career education and Mr. Severson discussed the career education services available through the Western Wisconsin Technical Institute project. An enthusiastic and lengthy discussion with board members followed the presentations. The board then unanimously passed a motion "to sanction career education in the high school curriculum through input and cooperation with Western Wisconsin Technical Institute". (Quoted from the published minutes of the October 16, 1974 meeting of the Bangor School Board.)

On October 23, 1974 Mr. Pendleton and Mr. Severson conducted a Career Education In-Service program for the Bangor High School faculty. The concept of career education was emphasized and the assistance available through Western Wisconsin Technical Institute was discussed.

On October 28, 1974 Mr. Pendleton and Mr. Severson participated in the all-day teacher in-service program at the Bangor schools. The film "Making It In the World of Work" was shown and discussed. The importance of making the educational experience more relevant to the young learner was discussed. A major point of discussion was the difference between vocational education and career education.

Two articles about career education and the services available to the people of the district through Western Wisconsin Technical Institute were written by Mr. Pendleton and Mr. Severson. The articles were written primarily for inclusion in the Bangor school news of the weekly newspaper "The Countryman", but will be published in other area papers.

A matrix of career education activities and participants at the Bangor schools has been formulated. Grades nine(9) and twelve(12) at Bangor will be the participating groups for evaluation by the project third party evaluators. However, all grades from seven (7) through twelve (12) at Bangor will be involved in career education activities.

The major career education activity in the South region has been the formation of the Career Corps at Bangor High School. The indoctrination program for the Bangor students and Guidance Counselor was accomplished in seven, three-hour meetings.

The Bangor Career Corps includes six seniors, four juniors, two sophomores and one freshman. The school counselor will coordinate the corps activities.

Because of the Career Corps training program at Bangor on five consecutive Tuesdays, a Wednesday and a Monday the South Center Coordinating Chairman was involved in many special meetings with the Bangor principal, Mr. Ted Kakaliouras, and the school counselor, Ms. Sue Zimmerman. An average of two special trips per week to Bangor in reference to the Career Corps are necessary at the present time. It is expected that this procedure will continue through the next quarter

while the Career Corps is becoming operational at the Bangor High School. Delivery and pickup of career education materials will also be accomplished during these visitations.

One of the orientation sessions for the Career Corps was a panel discussion by business people from the Bangor area. It was a very informative session for the students as well as the panel participants.

The Career Mobile visited Bangor High School from November 10 through November 21. This was a very appropriate time as it provided an excellent opportunity for the Career Corps members to make an assessment of the materials available from Western Wisconsin Technical Institute in reference to their work in assisting other students in getting information about careers they are interested in.

The Adult Basic Education class continues to meet on Tuesday and Thursday evenings. Attendance remains high among the enrollees with fifteen (15) in regular attendance. Two teachers are handling the instructional load.

The General Education Development test will be given at the South Center on the third Tuesday and Wednesday of January, May, and September. Testing material has been received at the South Center and stored in compliance with the G.E.D testing regulations.

The major activity at the South Center during July and early August is the recruiting of persons for the Adult Basic Education class. The coordinating chairman and his secretary secure the name and the last known address of the school dropouts for the past ten years. The list was reduced by eliminating those who were known to have moved from the area. An intensive telephone campaign is utilized to establish the location of the remaining persons on the dropout list.

High school credit classes are offered at Onalaska for high school dropouts who have only a few credits to complete to receive their high school diplomas.

The Production Agriculture continues to meet at the South Center on Monday and Thursday evenings and Wednesdays during the day.

The South Coordinating Chairman with the assistance of the Director of the Norseland Nursing Home in Westby developed a crafts class for the inmates. At the last class meeting the Coordinating Chairman and his secretary video taped the class as they showed and explained their projects. After the filming, the tape was played back through the television console. Residents of the home showed a great deal of interest in seeing their friends on television. The first class was not large, but enthusiasm as a reslut of that class will inspire others to join at a later time. The class is now offered three times a year.

A technical class, Introduction to Data Processing, was offered at Onalaska with ten (10) high school seniors enrolled.

A technical class, Psychology of Human Relations, is offered at Viroqua twice a year.

As the handicapped are found in the various areas of the District, they have been counseled by the Western Wisconsin Technical Institute Specialist, Mr. Philip Malin. He visits the center at least once a month or as required.

A veteran's counselor has been assigned to this district; he will visit the center at least once a month to counsel veterans.

The Career Mobile has been making regular two-week stops in the various school districts. This allows school children and townspeople an opportunity to view current career planning materials.

There has been a significant increase from quarter to quarter throughout the project in the number of telephone inquiries and walk-ins concerning career information. Both categories have almost doubled at the South Center.

High school equivalency requiremnts and a desire to get basic education have resulted in an increase in classes throughout the district. Day classes at the centers in related courses have grown in size from a few to many. For example, the number ofpersons attending on a regular basis at Viroqua has increased from 6 to 17. These day classes have not taken people away from evening classes in other locations in the District.

Evening adult education classes are conducted at each of the eight high school locations throughout the South District.

Objective #2: To establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

The Western Wisconsin Technical Institute South Center for Career and Continuing Education officially opened on July 1, 1973. A Coordinating Chairman was designated and a secretary was hired.

The Center has a large classroom, a small classroom used as an auto-tutorial laboratory for Nursing Assistant training and Adult Basic Education. A small room has been equipped as a hospital patient room for use in health occupation classes. Additional classroom space is available in the building if it is needed

Objective #3: To develop a career resource library within each of the career centers.

The South Center has been stocked with approximately 300 filmstrips with tape cassettes about career education programs; job information; social behavior and other topics pertinent to career development.

All software and audiovisual equipment have been cataloged and filed. A resource list has been published and distributed to each school and to those organizations requesting the list.

Career education resources and audiovisual materials are being utilized by area schools. Demand has been high for several of the 16mm films, notably "You Pack Your Own Chute". The demand for the Hot Dog and Bread and Butterflies series is beginning to increase as more teachers at the elementary and junior high level are working them into their curriculum.

New materials are constantly being previewed and added to our resource center.

Objective #4: To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

The coordinating chairmen and Mr. Pendleton have written an in-service program, the first draft of which was presented to the Region V workshop December 12, 1973. Written and oral comments were laudatory, and excellent critical analysis was made by attendees. As a result, the program was redone. The program is presented in five parts as follows:

(1) Presentation of the career and continuing education resource centers, their personnel, resources and rationale for establishment, 8½ minutes

(2) "School Report" for grades K-6 (Ohio film), 12½ minutes

(3) "Career Education in its Practical Sense", 18 minutes

(4) "Revolution and Relevance" film or USOE "Career Education" film, 20 minutes.

(5) Question and answer and completion of teacher or counselor questionnaire, 10-30 minutes

A letter explaining the content of the "canned" teacher in-service program was sent to each school superintendent in the South sub-district. The response has been passive. teacher-in-service was held for the Westby School District on Tuesday, March 12, 1974. West Salem teacher-in-service was held on December 3, 1973.

February 19, 1974, the Coordinating Chairman of the South Center assisted the Coordinating Chairman of the Northwest Center with the teacher-in-service at Whitehall. Teachers from four schools convened for this meeting. The "canned" presentation was utilized.

The Coordinating Chairman of the South Center assisted Mr. Ammerman with the Arcadia teacher-in-service program.

March 12, 1974 was the date Westby School held their teacher-in-service program. The entire faculty attended the meeting. The film/tape presentation was made to 75 faculty members. The center concept was explained and the slide/tape series shown. The Ohio "Report Number Two" was viewed. The slide/tape presentation on career education was shown. Discussion on the career education handouts were distributed. An invitation was extended to the faculty to visit the Career Mobile and the Stout Career Information Trailer at the Western Wisconsin Education Association Convention in Tomah on Friday, April 5, 1974.

In July, invitation letters, agenda and reply cards were sent out to all call staff teachers. On September 14, 1974 an all day "Call-staff" seminar was held at Western Wisconsin Technical Institute. The theme was "career education and the teaching thereof". Ninety-three out of 117 applicants attended. Mr. Ammerman, Mr. Dittmer, Dr. Rogers, Mr. Severson, Dr. Steffen, their secretaries and Mr. Pendleton from Western Wisconsin Technical Institute and five professors from Stout made presentations and conducted training sessions. Subsequent responses showed the seminar to be very worthwhile, a success.

The Coordinating Chairman of the South Center in cooperation with the Local Vocational Education Coordinator, Mr. Al Szepi, has presented a series of career education in-service programs for the La Farge and Westby School District faculties. The Coordinating Chairman of the East Center assisted. La Farge's in-service was on September 24 and Westby's on September 29 and 30. Both these in-services were follow-up sessions to meetings held during the two previous school years. Resource lists were distributed, and several new filmstrips and films were shown, then discussed, in relation to this utilization in developing curriculum.

On February 5, 1975 Mr. Morris Severson participated in the Seneca High School faculty all-day in-service. Other Western Wisconsin Technical Institute personnel participating were Dr. Rogers, Dr. Steffen and Mr. Pendleton.

Career education concepts were reviewed, the curriculum matrixes were explained, several career education films viewed and discussed, and a work session for the faculty to assist them in implementing the use of the curriculum matrixes into their courses.

Career education in-service for the Westby School District was completed at the Coon Valley Elementary School on October 2, 1975. A review of the career education concept and the services available through the South Center at Viroqua was presented to the faculty at Coon Valley. Mr. Russ Holte, counselor for Westby District Schools, assisted in the presentation and demonstration of the types of software and hardware available for use in their classroom. Several filmstrips and films were shown and suggestions made as to how they could be used in the classroom. Several filmstrips and films were shown and suggestions made as to how they could be used in the classroom.

Mr. Holte is coordinating the distribution of audiovisual career education materials throughout the Westby School District. Use of career education materials by the Westby teachers has increased ten-fold since the in-service meeting.

<u>Objective #5: To provide meaningful exploratory and developmental career education experiences to junior high students</u>.

To help foster the development of career education in junior high curriculum, faculty from junior high were invited to attend the La Crosse workshop. One curriculum project for junior high school relative to career education implementation at the seven through nine grade level was developed.

At the beginning of the school year, junior high principals were contacted by all area coordinators, with the intent of improving the implementation of career education into the curriculum of seventh, eighth, and ninth grades.

Additional materials to meet the NIADS (needs, interests, abilities and desires) of 7-9 graders have been purchased and have been offered to the junior high schools by the coordinating chairman.

The South Center has provided the junior high schools with copies of our resource lists, both the human resource list and the audiovisual materials list. It is evident from the increased use of audiovisual software that many of the junior high school teachers are infusing career education experiences in their curriculum. The "Bread and Butterflies" series of films is being utilized quite heavily and steadily by schools in the South region.

Schools that show strong evidence of junior high career orientation are Bangor, La Farge, Westby, Viroqua and De Soto, according to utilization of materials from the South Center.

Some schools are beginning to develop their own resource libraries with suggestions from Western Wisconsin Technical Institute consultants.

Objective #6: To improve the coordination, planning and supervision of adult continuing education programs in the district.

Working out of the South Center the Coordinating Chairman is much closer to the schools he serves and is, therefore, much more available to respond to immediate needs as they develop in the area.

Closer liaison is maintained with the Area Evening School Supervisors at the schools because for most of them the South Center is only a "local" phone call away.

In-service meetings for the area supervisors are held in early September of each year. An update on career education progress; changed administrative policy; review of old policy; and other pertinent business is stressed at the meetings. Supervisor's mates or dates are invited to the dinner meeting so they are aware of the scope of the evening school program.

Each semester approximately 10,000 flyers are mailed out from the South Center to the boxholders of the area. Generally about 1,000 to 1,100 persons enroll in classes in the South area.

Being in the area, closer to where the action is enables the Coordinating Chairman and secretary to handle inquiries concerning career education opportunities immediately. Many personal calls about specialized courses that may be offered at other locations throughout the district.

Objective #7: To provide for citizen planning and evaluation of the centers.

A questionnaire was constructed and distributed to the parents of Bangor Public school children to gain community impact regarding career education.

Approximately 900 Business and Industry Needs Survey forms were mailed to South Center sub-district businesses. Approximately 200 forms returned (22% return) What we did was attempt to survey every business of record in the South sub-district. In most rural villages many of the businesses are "Ma and Pa" operations and they are more inclined to be looking ahead to retirement and are not too interested in hiring additional personnel or in replying to surveys.

Morris Severson, South Center Coordinating Chariman, spoke at the annual meeting of the Viroqua Industrial Development Association. The topics discussed were the "Center Concept" and the functions of the center; and the services available to area businesses through Western Wisconsin Technical Institute.

An outgrowth of this meeting was the appearance of Richard Flanigan, Western Wisconsin Technical Institute Safety Specialist, before the Viroqua Businessmen's Club to discuss the ramifications of the recently enacted Occupational Safety and Health Act.

Dialogue with area agencies, primarily law enforcement, guidance clinics, and the Unified Board are culminating in plans for several classes to assist area residents with further career development.

The South Center Advisory Committee held its first meeting at the South Center in Viroqua on March 6, 1974. A get-acquainted dinner was held at Nate's Supper Club prior to the meeting. The slide/tape presentation on the "Center Concept" was shown along with the United States Office of Education film - "Career Education". Discussion centered on the services available from the South Center and from Western Wisconsin Technical Institute. The Career Education Concept was thoroughly discussed. The objectives of the Career Education Project were read and reviewed. The duties and functions of the Advisory Committee were reviewed.

Objective #8: To improve the outreach services of manpower related agencies as a component of career education.

Veterans' Outreach Worker and Morris Severson, Coordinating hairman for the South Center work with the Vernon County Veterans' Service Officer and area veteran organizations in an effort to locate those veterans who could benefit from vocational education but had not taken advantage of their veteran benefits.

We visited the local radio station, WISV, where two, thirty-second tapes were cut to be public-serviced on the air. It is planned to have the Veterans' Outreach Worker scheduled at the center one day each month.

South Center is working with the two armed forces veteran outreach workers and the vocational rehabilitation outreach worker in their effort to locate and assist potential Western Wisconsin Technical Institute students.

Phil Malin, Western Wisconsin Technical Institute Handicapped Persons Outreach Worker and Morris Severson spent two productive days in visiting various agencies and telephoning other agencies to inform them of the services available to handicapped persons.

Personal visits are made to the Vernon County Guidance Clinic, Lutheran Social Services, Unified Board, Community Action Programs Office, Radio Station WISV, and Vernon County Department of Social Services. Telephone contacts are made with the local schools and the Vernon County Nurse.

Morris Severson addressed the La Farge Lions club. The Career Education concept was discussed. The United States Office of Education film "Career Education" was also shown.

C.E.S.A. 11, Western Wisconsin Technical Institue representatives, the local vocational education coordinator and the guidance directors for Hillsboro, La Farge, and Westby School Districts are developing a delivery system to handle career education resources.

Other agencies that have been contacted in the South sub-district include:

1. Lutheran Social Services
2. Unified Board
3. Vernon Memorial Hospital
4. Vernon County Guidance Clinic
5. Vernon County Veterans' Service Office
6. Vernon County Social Services
7. Monroe County Resource Development Agent
8. Monroe County Veterans' Service Office

9. Wisconsin State Employment Service
10. Vernon County Law Enforcement Association
11. Vocational Rehabilitation
12. Viroqua Industrial Development Association
13. Viroqua Businessmen's Club
14. La Farge Lions Club
15. La Farge Industrial Development Association
16. Vernon County Extension Office - University of Wisconsin
17. Viroqua American Legion
18. Westby American Legion
19. Cashton Veterans of Foreign Wars
20. Cashton Information and Referral Service
21. Coon Valley American Legion
22. Stoddard American Legion
23. Coulee Region Community Action Panel

Objective #9: To provide career and occupational extension training opportunities to the citizens of the district.

All day workshops for the custodial staffs of the district schools were held at Western Wisconsin Technical Institute and Onalaska, Sparta and La Crosse's Central High School.

Though career education per se was not presented at Cashton, it was felt a greater service should be rendered at the school district's in-service for all district employees. The South Center Coordinating Chairman made arrangements to conduct a multimedia first aid course on August 26 and 27, 1974. Fifty-three (53) persons participated in the training. The program was deemed necessary because Cashton does not have a doctor and the Superintendent of the Cashton Schools and his school board believed the entire school staff should be prepared to render first aid to sick and injured persons, primarily school children, until medical assistance could be made available to the patients. The closest doctor is eight miles and the closest hospital is fifteen.

Firemanship classes for the volunteer fire departments at La Farge and Wheatland Township were conducted with enrollments of 22 and 13 respectively.

A 120 hour in-service Nursing Assistant course was conducted at the South Center with twelve (12) enrollees.

An autotutorial laboratory has been set up to allow for the flexibility of students working hours and their assignment to the laboratory sessions.

The Adult Basic Education class at the South Center has fifteen (15) persons enrolled. It is being taught by Ms. Vicki Rumsey and Ms. Lillian Daines.

One instructors class in Cardio-Pulmonary Resuscitation was held at the South Center. Eighteen (18) persons completed the course. Donna Destree and Carole Jolliff instructed the class.

One Cardio-Pulmonary Resuscitation class was held in Viroqua. Ten high school students and one fireman were in the class. It was taught by John Thompson of the Viroqua Police Department.

A Cardio-Pulmonary Resuscitation class was held in Westby. Twenty-four (24) persons were enrolled. Fran Kettleson and Lynn Larson were the instructors.

A Basic Firemanship class for the Viroqua Fire Department was conducted. Twenty (20) members of the department were enrolled. Howard Johnson was the instructor.

Four In-Service Nursing Assistant courses were conducted. Twelve (12) persons were enrolled in each class. The autotutorial laboratory has been utilized for teaching the four classes. Ms. Donna Destree, Ms. Sue Balduzzi, and Ms. Betty Hicks have been responsible for the instruction of these classes.

Donna Destree has taught three Pre-Service Nursing Assistant classes at the Vernon Memorial Hospital. Audiovisual equipment from the South Center was utilized for the classes. Twelve (12) persons were enrolled in each of the classes.

A Registered Nurse's class in Role Perception was held at Vernon Memorial Hospital. Carole Jolliff was the instructor. Because of the inclement weather and the necessary postponement of the starting date, only five R.N.'s were able to take advantage of the class.

An interesting aspect of the course was the videotaping of several of the nurses doing typical nursing activities. The purpose of the videotape sessions was to give the nurses the opportunity for self and group critique as well as to become aware of and acquainted with being "on camera". The tapes were played back through a monitor for the critique session.

One hundred ninety-two persons enrolled in an Institutional Fire Safety course at the County Home in West Salem. It was conducted by Frank Kloss, Fire Safety Specialist with Western Wisconsin Technical Institute.

Production Agriculture classes continue to meet at the South Center on Monday and Thursday evenings and Wednesday during the daytime. Thirty-four persons are enrolled.

Additional classes are being planned at several centers - Multimedia First Aid and Fire Service Training.

A job safety program was conducted at Westby for employees of the Vernon County Telephone Cooperative.

South Center personnel have mailed out and delivered many course announcement flyers for extension courses held throughout the district.

<u>Objective #10: To provide increased career counseling and placement services for youth and adults</u>.

On March 4, 1975 a representative of the Job Services (formerly Wisconsin State Employment Service) began one-day-a-week job counseling services at the South Center. This service was available every Tuesday.

The Job Services Representative was available to take applications for employment and refer applicants to area job listings. He provided information on existing job listings throughout the state using the "Job Bank" system which provides for direct referral of qualified applicants for jobs which may not be open in the immediate

locality, but are available elsewhere. He solicited and received job listings from local and area employers, in order to have up-to-date job opening data for local residents.

The agreement between the Job Service agency and the project staff to install a placement office at the Arcadia and Viroqua centers was discontinued at the end of the 1974-75 fiscal year because of the lack of funds. Every attempt is being made to reestablish this excellent service. In the meantime the school districts with the help of the South Coordinating Chairman is attempting to find a method to fill the gap.

On October 20, 1975 the Coordinating Chairman of the South Center met with counselors from Westby, Hillsboro, La Farge, and Brookwood High Schools; Al Szepi, Local Vocational Education Coordinator for the above mentioned schools; Jerry Henning, Wisconsin Department of Public Instruction; and Dr. Dale Steffen, Coordinating Chairman for the East Center at Mauston, to discuss a career education project Mr. Szepi has proposed regarding placement services in the high schools he serves.

The project has since been revised and approved.

The Coordinating Chairman of the South Center will continue to work with Mr. Szepi on this project and on the implementation of career and vocational education in the schools he is associated with.

Objective #11: To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

On February 6, 1974, Morris Severson attended the meeting of Local Vocational Education Coordinators held at Sparta to discuss with Miss Anita Smith, Chairman of Health Occupations Division, the plans for the high school class "Survey of Health Occupations" for the coming school year. She indicated the possibility of hiring a full-time circuit instructor to handle the demand for the courses. Contracts with the various interested high schools are to be written and presented to the appropriate school boards for approval.

A significant step for better career and vocational education was taken by area high schools (Bangor, Westby, La Farge, Hillsboro, and Brookwood) when they formed a cooperative vocational education union. This will allow each of the schools to offer cap-stone vocational programs. Al Szepi has been hired as the Local Vocational Education Coordinator.

The Coordinating Chairman at the South Center is in continuous dialogue with Mr. Szepi to offer assistance when needed.

The South Center Coordinating Chairman attended the "Area C" meeting in Tomah on October 8, 1974 at which competency based curriculum was discussed for high school math and English. Those in attendance were area high school guidance counselors and principals along with Western Wisconsin Technical Institute personnel.

A follow-up meeting between Western Wisconsin Technical Institute math and English teachers and their high school counterparts was held on November 19, 1974 at Western Wisconsin Technical Institute. Progress was made toward a better understanding of what is expected of the students with respect to their competency in math and English when they attend Western Wisconsin Technical Institute.

Meetings with other divisions have also been held.

On January 21, 1975 the South Center Coordinating Chairman participated in an Inter-Agency Committee meeting at the East Center in Mauston. A better understanding of the services available from each agency was the theme of the meeting.

The Coordinating Chairman of the South Center is in continuous dialogue with Mr. Al Szepi, the Local Vocational Education Coordinator for the vocational education cooperative formed by Bangor, Brookwood, Hillsboro, La Farge and Westby high schools. Discussion has been concerned with the feasibility of Western Wisconsin Technical Institute offering technical introductory courses at the South Center and busing high school students 16 years of age and older to the center. Scheduling and busing from the parent schools appear to be the major problems at this time.

Utilization of equipment and facilities by area organizations continues to be quite extensive; for example, groups who have used the South Center are: 4-H, County Agriculture Extension, Family Planning, Community Action Program, County Home Economist, County Nurse, Youth Association for Retarded Citizens, Alateen, Alanon, Chamber of Commerce, Viroqua Bicentennial Committee, National Farmers Organization, Head Start, Day Care Center Advisory Committee, Lutheran Social Services, Mental Health Association.

FINAL PROJECT REPORT - WEST AREA
Richard Rogers, Area Coordinator

OBJECTIVE #1: To provide a program of comprehensive career education which is readily accessible to all residents of the district.

West Center activities included liaison work with local, state, and national organizations to facilitate development and expansion of career education programs to meet the needs of residents within the District. Agencies worked with included: Chamber of Commerce, Committees on Aging, Handicapped Citizens, Retarded Citizens, local school personnel, ethnic group representatives, local government agencies, and business and industrial career representatives.

Resources of the West Center have been made available and used extensively by a wide range of local agencies.

Public relations stressed the West Center as a viable career education resource area with availability of career upgrading, retraining, counseling, testing and materials pertaining to a wide variety of career education information.

OBJECTIVE #2: To establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

The West Center is one of five centers established to carry out the objectives of the project.

OBJECTIVE #3: To develop a career resource library within each of the career centers.

A complete resource library was established at the West Center. This library included: 1) hardware and software, 2) filmstrips and cassettes, 3) 16 mm films, 4) video tapes on local career opportunities, and 5) a human resource list.

A catalog was published by the West Center and made available to various agencies interested in the career education materials. Continuous evaluation and upgrading of materials was implemented through input from the various agencies using the resource library.

OBJECTIVE #4: To provide teacher in-service training in cooperation with appropriate campuses of the Univeristy of Wisconsin.

Three summer career education workshops were held for local educators during the tenure of this project. In all 48 teachers and administrators from La Crosse schools attended. Research projects, curriculum guides,

and classroom projects were developed to facilitate the exposures of career education at the local level.

Two in-service days on career education were held as part of the La Crosse Public Schools in-service schedule. During these sessions over 700 teachers were given information and shared ideas on continued development of career education in the community.

Several lectures were given at the local univeristy in their pre-service teacher education programs. These lecture/discussions were oriented to make those preparing for the educational profession aware of the objectives and impact of career education and develop within them an interest in the basic ideals.

Sessions were held for various divisions within Western Wisconsin Technical Institute on elements of career education. The objectives of these sessions were to make instructors aware of career education and how they could implement various elements of it within their curricula.

Many in-service sessions on career education were held by the West Center Coordinator in conjunction with the Cooperative Educational Service Agency District 11. In-service presentations were given to Title I teachers and administrators, teachers of exceptional children, paraprofessionals, and special projects staff members.

OBJECTIVE #5: To provide meaningful exploratory and developmental career education experiences to junior high students.

All three junior high schools in La Crosse developed a nine-week curriculum on career education for their ninth grade students. Planning for the unit centered around the resource materials available from the West Center and the availability of field trips to business, industrial, and educational facilities.

The West Center Coordinator was in on the planning of this unit and helped facilitate its success by providing a wide range of experiences for the students and helping the teachers become more aware of the elements necessary to provide meaningful career education experiences.

OBJECTIVE #6: To improve the coordination, planning and supervision of adult continuing education programs in the District.

The West Center Coordinator had complete charge and was directly responsible for all evening school supervision. Increased enrollment in both part-time and full-time programs, an increase in quality and quantity of programs, greater instructor contact and communications, and improved evening school services substantiate the achievement of this objective.

OBJECTIVE #7: To provide for citizen planning and evaluation of the centers.

Many new courses and programs were developed at the West Center through direct community involvement. Local agencies have contacted the center, and programs have been developed to meet their specific needs.

A successful effort has been made to work with all community agencies to discuss their specific educational desires and needs.

Many programs developed have been evaluated specifically by the agencies involved to determine the true outcomes of the courses.

The West Center Advisory Committee has been active in the total development of career education at the local level.

OBJECTIVE #8: To improve the outreach services of manpower related agencies as a component of career education.

Local agencies contacted and assisting in program development at the West Center include: Social Services, Veterans Services, Job Services, Resource Development Agency, Vocational Rehabilitation, CESA 11, Univeristy of Wisconsin - Extension, and local schools. Many programs were developed at the West Center related specifically to the manpower goals of these agencies.

OBJECTIVE #9: To provide career and occupational extension training opportunities to the citizens of the district.

The quality and quantity of extension programs increased dramatically at the West Center. Through the work of local business and industry representatives, manpower agencies, school personnel, at the division of specialists levels, courses geared to meet specific training needs were developed and implemented.

OBJECTIVE #10: To provide increased career counseling and placement services for youth and adults.

Meetings have been held with local school personnel to develop a greater awareness of the counseling and placement needs and facilities existing in all local educational institutions. From these meetings it is hoped that more communications, better understanding, and more cooperation will be beneficial to all people at the local level.

Counselors are available during the first three weeks of every new evening school session to help students in a variety of ways including: career counseling, educational counseling, testing, and personal counseling.

OBJECTIVE #11: To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

The availability of contracted programs for local high school students has been expanded. These programs use W.W.T.I. facilities and staff to provide exploratory career opportunities for students interested in a specific vocational field.

Articulation meetings are continuing to help the development of a competency based curriculum for vocational programming that will extend grades 7 through 14.

e. Evaluation of the Project

The final interim evaluation report for "The Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" as submitted by the University of Wisconsin-Stout third party evaluation team composed of Orville Nelson, Director, Rentha Park, and other members as needed follows. It was prepared in its entirety by them. The career education staff's evaluation of the project's growth is in agreement with the third party team analysis.

FINAL REPORT

for

1975-1976 Project Year

and

Selected Comparisons

for

1973-1976

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area

Orville Nelson, Third Party Evaluation Director

Center for Vocational, Technical and Adult Education

University of Wisconsin - Stout

Menomonie, Wisconsin 54751

June, 1976

The research reported herein was performed pursuant to a grant or contract with the Western Wisconsin Technical Institute and reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

Table of Contents

	Page
CHAPTER I - PURPOSE OF THE THIRD PARTY EVALUATION	
Introduction	I-1
Purpose	I-1
Objectives for the Third Party Evaluation	I-2
Evaluation Model	I-4
CHAPTER II - EVALUATION DESIGN	
Population	II-1
Samples	II-3
Evaluation Schedule	II-4
Instrumentation	II-4
Summary of the Evaluation Plan	II-10
CHAPTER III - RESULTS FROM THE EVALUATION	
Objective 1	III-1
Objective 2	III-14
Objective 3	III-23
Objective 4	III-28
Objective 5	III-31
Objective 6	III-32
Objective 7	III-35
Objective 8	III-38
Objective 9	III-39
Objective 10	III-40
Objective 11	III-43
Project Staff and Management	III-45
Summary	III-46

List of Figures

	Page
Figure 1 - WWTI Area Education Model	I-5
Figure 2 - Third Party Evaluation Model	I-7

List of Tables

	Page
Schools, Grade Levels, and Data Collection Schedule for 1974-75 Third Party Evaluation	II-2
Student Enrollments in Grades K-12 in the Elementary/ Secondary Schools Participating in the Evaluation	II-5
Self-Awareness of Third Grade Students	III-3
Self-Awareness of Sixth Grade Students	III-5
Self-Awareness of Ninth Grade Students in Rural Area	III-8
Self-Awareness of Ninth Grade Students in LaCrosse	III-8
Career Education Activities of Teachers in Experimental and Control Schools	III-11
Third Grade Students Knowledge of People, Data and Things Activities	III-15
Sixth Graders' Knowledge About Jobs	III-17
Ninth Graders' Knowledge About Jobs	III-19
LaCrosse Ninth Graders' Knowledge About Jobs	III-19
Twelfth Graders' Knowledge About Jobs	III-22
Ninth Graders' Competency in Career Decision Making	III-24
Twelfth Graders' Competency in Career Decision Making	III-26
Summary of Arcadia Placement Activities	III-29
Estimated Budget Expenditures for 1974-75 from Federal Funds	III-33
Adult Evening Students' Awareness of the WWTI Career Education Project	III-44
Summary of Evaluation Results	III-47

Chapter I

Purpose of the Third Party Evaluation

Introduction

This evaluation report is concerned with the activities and outcomes of the third year of a three year Career Education project conducted by Western Wisconsin Technical Institute. Selected comparisons will also be made bewteen evaluation results from the three years to identify major impacts of the project. The Western Wisconsin VTAE District encompasses all of the area of six counties and parts of two additional counties located in western Wisconsin. Most of the area is rural with one population center, LaCrosse, located at the western edge. The first year of the project, 1973-74, was concerned with identifying the Career Education needs in VTAE District 2. During the second and third years of the project, project staff members focused their attention on developing programs and services which would meet these needs. Services were provided for persons in grades K through fourteen in the district. Adults were contacted through adult evening classes, GED classes, and counseling. In addition, dropouts were assisted with job and educational placement through the Career and Continuing Education Centers.

Purpose

The main purpose of the Third Party Evaluation was to determine the degree to which the project had met the major project goals defined for the 1975-76 project year. In addition, an assessment of a sample of project activities was made to determine the effectiveness of selected activities undertaken to attain the project's goals. (The evaluation was designed to evaluate the goals stated in the project's "Work Statement" which is included in Appendix A). Also, comparisons were made to identify impacts

of the project during its three-year funding cycle.

Objectives for the Third Party Evaluation

The Third Party Evaluation was designed to measure the degree to which the project's objectives were attained. Also, some process data were collected in order to ascertain those activities which were effective in attaining project goals.

The project's objectives were restated and refined by the project staff during September and October of 1974. The final selection of 1974-75 project objectives was significantly influenced by the new Career Education Guidelines which were disseminated at the U.S. Office of Education Regional meeting in Chicago, which was held in September, 1974. As a result of this redirection, the project significantly reduced the scope of its services. This was accomplished by reducing the number of schools actively serviced by the project and the range of services provided. A very similar set of objectives guided the project's work during the 1975-76 fiscal year.

The objectives of the Third Party Evaluation were to:

1. Determine the extent to which students who had participated in the project demonstrated an increase in self-awareness in grades 3, 6, and 9.
2. Identify the extent to which students who had participated in the project demonstrated an increased awareness of and knowledge about work at grade levels in grades 3, 6, 9, and 12.
3. Identify the extent to which students who had participated in the project demonstrated an increased competency in career decision-making skills at grade levels 9 and 12.

4. Ascertain the extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice, at all grade levels by school year.
5. Identify the extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people in grades 10 through 14.
6. Identify the financial resources from Section 142 (c) of part D of P.L. 90-576, that were expended at each of the grade level breakouts, K through 3, 4 through 6, 7 through 9, 10 through 12, and 13 through 14 for the current school year.

In addition to the objectives listed above, the career education project staff also requested that the Third Party Evaluators provide information related to the following objectives.

7. Assess the degree to which the project has established a learning system which is able to present career and demographic changes which affect people's educational needs and desires.
8. To determine if district residents are aware of the constant and continuing technological, societal, and demographic changes which affect people's educational needs and desires.
9. To determine if the services and resources in the Career and Continuing Education Resource Centers were expanded.
10. To ascertain if comprehensive Career Education is readily accessible to all residents of the district through utilization of the Career Mobile and Career Centers.

11. To determine if full-time and part-time educators are aware of and understand career education and the resources in the Western Wisconsin Technical Institute.

Evaluation Model

Evaluation involves the collection of data and the making of judgments in relation to a set of program objectives and activities. In a project, the objectives are jointly agreed upon by the grantor and grantee. The program of activities entails actions taken by the project staff to accomplish the project objectives.

The objectives of the WWTI Career Education Project and the staff activities were based on the Career Education Model presented in Figure 1. This model conceptualizes and integrates career education activities from birth until death.

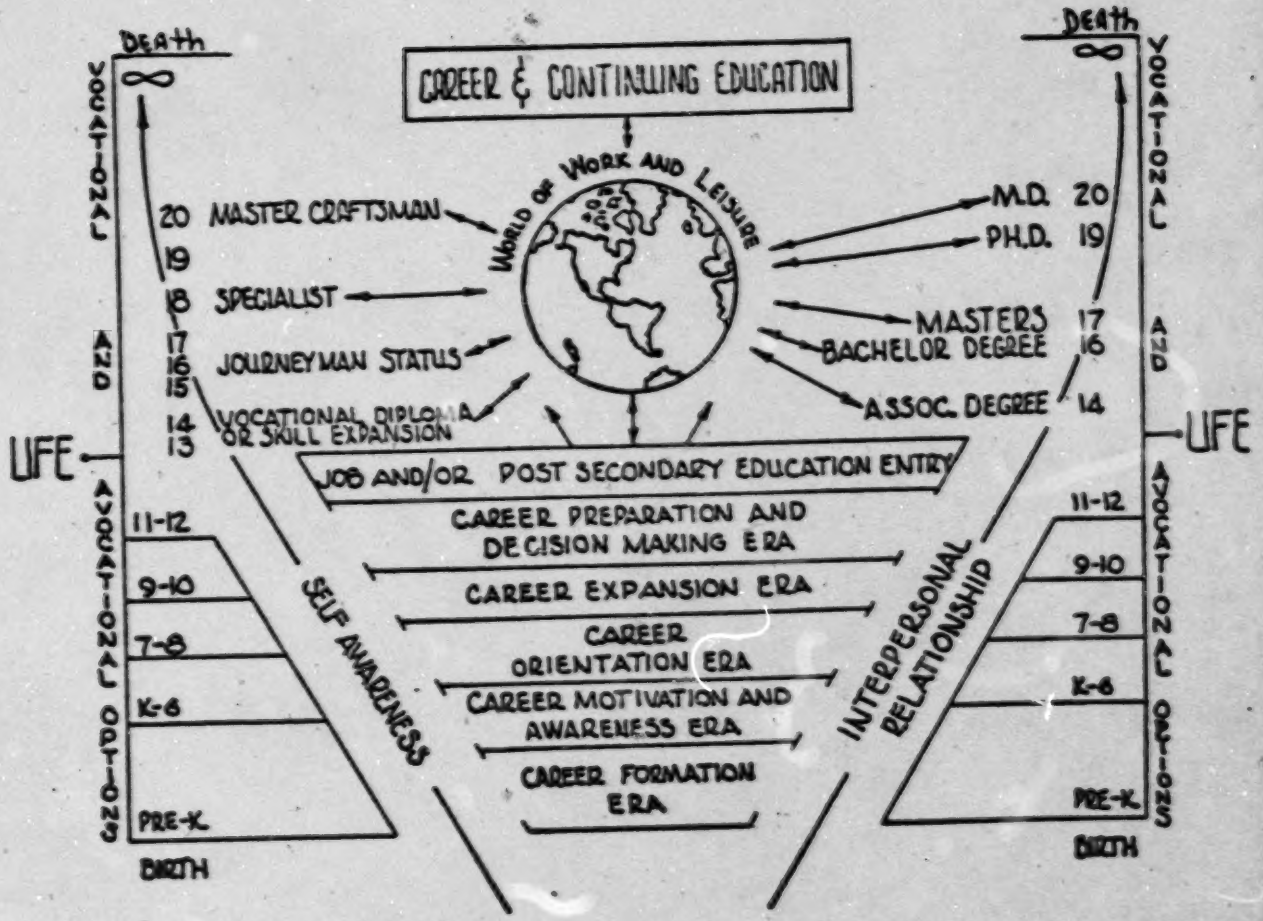
Career development is depicted as starting with the formation of attitudes related to self, others, and careers. Career development progresses from this era through awareness, orientation to the selection of a career, and career preparation. The reality of the changing world of work is depicted by the two-headed arrows at the post-secondary levels which indicate the need for continuous education and re-education.

The importance of leisure time activities in career education is also depicted. In other words, it is <u>not</u> possible to partition man into two separate persons--vocational and avocational.

The project's Career Education Model was utilized in designing the evaluation system for the Third Party Evaluation. The Model was also useful in the design of the data collection instruments employed with various populations in the Third Party Evaluation. For example, the instrument used

Figure 1.

NWTI Area Education Model



to collect information from adults in the Continuing Education classes was designed to collect data on their interest in preparing for a new job, improving competencies on their present job, and improving leisure time skills.

The Evaluation Model for the Third Party Evaluation is given in Figure 2.

The CIPP Model developed by Stufflebean was utilized in the evaluation. This model identifies four major domains in which to collect data--Context, Inputs, Processes and Products. Context refers to the characteristics of the environment in which the project functions. Resources and ingredients utilized are labeled Inputs. Those activities and interactions undertaken to reach the project's objectives are identified as Processes. The end results or outcomes are encompassed in the Products Domain.

The end products of the project of primary concern were the students' self-awareness, knowledge of the world of work, and career decision-making skills as defined in the objectives for the project. Additional products of concern were teacher skills, perceptions, and opinions which were developed through in-service sessions conducted by the project staff. Also, a variety of special programs were initiated by the project staff to support and encourage career education in the district.

In order to produce these products, the project staff undertook a number of activities which were directed at utilizing and modifying the inputs available to them and processing them into a form which was consistent with the final project objectives (output). For example, the staff was involved in a number of in-service activities for the part-time teachers who taught adult evening classes, secondary and elementary school teachers, and school counselors. In addition, the staff communicated with a number of

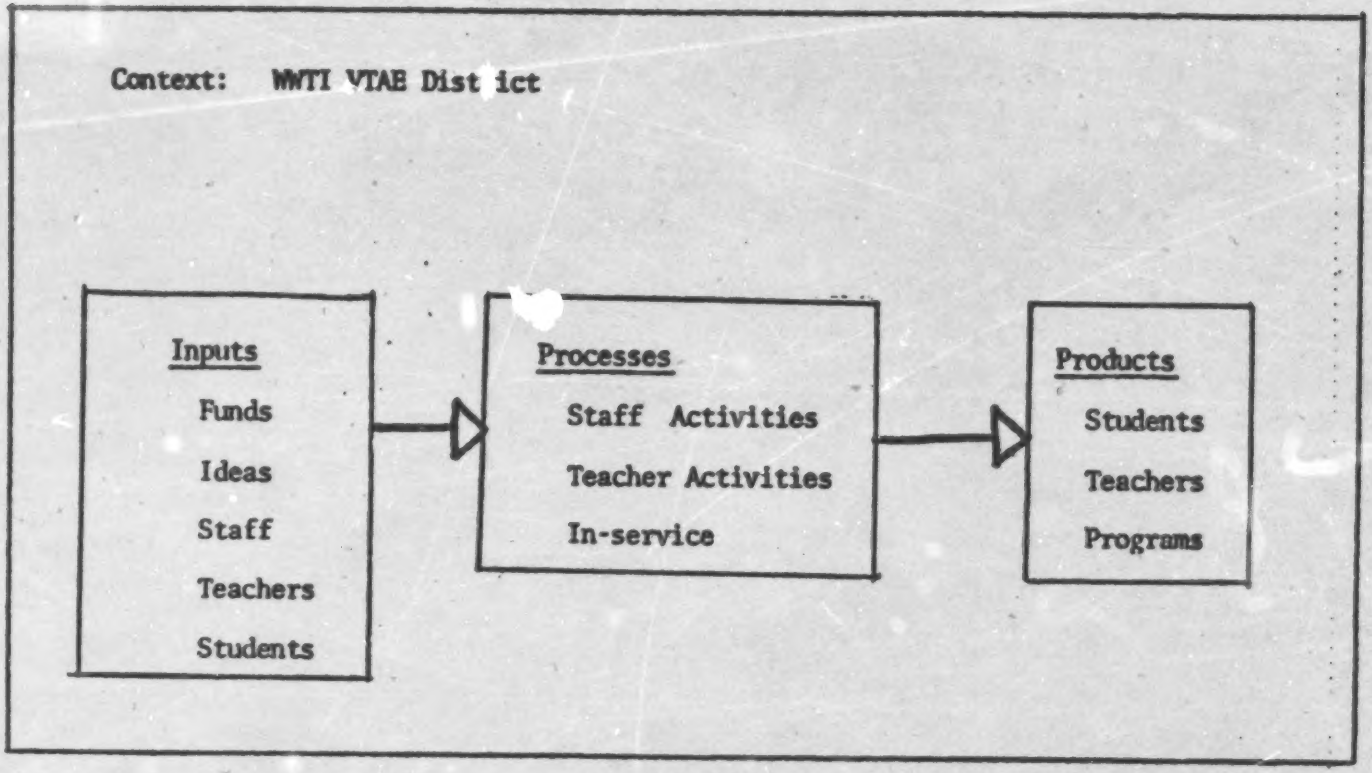


Figure 2. Third Party Evaluation Model

individuals and small groups to answer questions related to career education. Time was also spent on reviewing films, slide/tape series, and other AV media for inclusion in the resource materials available to the participating schools.

Inputs in the project included funds from Part D of the Vocational Education Act, the needs identified during the first year of the project, and the staff and students in the schools in the WWTI district. Other important inputs were the ideas and capabilities of the project staff. It was their task to take the needs identified during the prior year of the project, establish goals for the present project year, and translate the project funds into activities which would move the participants from the need status to the level of understanding and awareness defined in the project objectives.

The inputs were processed into the end products within the context of the WWTI VTAE District. As noted previously, WWTI is a rural district with one major population center. A variety of rural and urban needs and problems are present in the district. Unemployment ranged near ten percent during most of the project year.

Based on the Evaluation Model, instruments were selected to measure the end products. After these instruments had been selected, the third party evaluation staff designed several instruments to collect processes and inputs data. These forms were designed to correlate with the data collected in the products measures. This was done to assure that conclusions could be drawn in relation to those activities which were effective in producing the desired end products.

Chapter II

Evaluation Design

Population

In order to obtain an assessment of the impacts of the project's activities, experimental and control schools were identified in the fall of 1974 for the evaluation. Experimental schools were identified with the assistance of the project staff. For the most part, the experimental schools were selected on a judgmental basis. In the initial discussion related to the selection of experimental and control schools, project staff members identified experimental schools which would be typical of the schools in the WWTI district and would also be open to the implementation of Career Education programs. An additional experimental school, Hillsboro, was added late in the 1974-75 project year.

After experimental schools had been identified and had agreed to cooperate with the project, the project staff and the third party evaluators met to discuss possible control schools. Control schools which had similar student characteristics and resources were identified for the evaluation.

Table 1 lists the experimental and control schools and the grade levels in each school involved in the evaluation. The Elroy, Kindall, Wilton and Royal, Bangor and Hillsboro school systems are located in rural areas. These schools agreed to participate as experimental schools. The rural control schools were Cashton, Norwalk, Ontario, and Brookwood. The Bangor school system agreed to participate as a modified control school during 1974-75. During 1975-76 Bangor teachers implemented learning activities related to the objectives developed in 1974-75. Also, a career corps was started. Near the end of the school year the Hillsboro school system requested

TABLE 1

Schools, Grade Levels, and Data Collection Schedule for 1974-75 Third Party Evaluation

Grade/ Year	School	Expt (E) Control (C)	Evaluation Schedule/ Post
3	Elroy	E	4/76
3	Kindall	E	4/76
3	Wilton	E	4/76
3	Franklin (LAX)	E	4/76
4	Hintgen (LAX)	E	4/76
2	Roosevelt (LAX)	E	4/76
3	Cashton	C	4/76
3	Norwalk	C	4/76
2	Pleasant Valley	C	4/76
2-3	Smith Valley (LAX)	C	4/76
3-4	Hamilton (LAX)	C	4/76
6	Elroy	E	4/76
6	Kindall	E	4/76
6	Wilton	E	4/76
4-5-6	Hintgen (LAX)	E	4/76
6	Cashton	C	4/76
6	Ontario	C	4/76
9	Royall	E	4/76
9	Longfellow (LAX)	E	4/76
9	Logan (LAX)	E	4/76
9	Lincoln (LAX)	E	4/76
9	Cashton	C	4/76
9	Bangor	E#	4/76
9	Brookwood	C	4/76
8 & 11	Hillsboro	C*	4/76
12	Royall	E	4/76
12	Cashton	C	4/76
12	Bangor	E#	4/76
12	Brookwood	C	4/76
9-12	Arcadia	E@	4/76
13-14	WWTI	#	4/76

KEY:

* Participated as an experimental school during the 1975-76 school year.

\# Teachers started developing career education objectives in 1974-75. Career education activities initiated during 1975-76.

@ For placement objectives only

to become an experimental school for the 1975-76 school year. The 8th and 11th grades in Hillsboro participated in the evaluation.

Grades 9 through 12 in the Arcadia system received assistance with placement activities. This was the target school for this objective in the project proposal. Students in the other schools in the evaluation served as control students for the Arcadia experimental study.

The adults involved in the evaluation were those enrolled in adult evening courses throughout the more than 24 sites at which adult courses are offered in the WWTI District. Since baseline data were available from the prior year of the evaluation, a post-test only design was used with the adults. (The results of the adult education survey were reported in the mid-year evaluation report and will not be repeated in this report).

The design of the data collection was constructed to provide a baseline of information for use during the 1975-76 year as well as data for the 1974-75 evaluation. Thus, it was possible to use a time-series design during the 1975-76 school year.

Samples

The previous section on the design of the evaluation has identified the samples and discussed rather thoroughly the basis for their selection. Basically, a judgmental sample was selected on the basis of their appropriateness for the project and their willingness to participate.

Although theoretically this is a weaker design than the randomly selected schools or students approach, the use of a time-series design provided a basis to statistically control differences which existed between the school systems involved in the evaluation. As denoted in Table 2, the control schools and experimental schools were very similar in student

population. Also, contrasts between schools were made based on their size and location. In other words, rural experimental schools are contrasted with rural control schools. Within the city of LaCrosse experimental and control schools were also selected and comparisons made.

Evaluation Schedule

Table 1 lists the test dates for each of the school systems. Tests were administered late in April. This test period was selected to provide an assessment of the impacts of the project while avoiding the "end-of-year" rush.

Instrumentation

A variety of instruments were used in the evaluation. Each of these will be reviewed briefly to give an indication of the constructs measured by each instrument. This section will be subdivided by the type of data collected by each instrument and the grade level(s) in which it was used.

Products Data - Grade Three. This test was developed by staff from the Center for Research and Educational Improvement with a graduate research assistant (Rentha Park), a programmer (Robert Morss) and an artist (Norman Rockwell, II). The test, found in Appendix B, was selected as one of the instruments being used in the Third Party Career Education evaluation at LaCrosse.

This inventory is a picture-test of self-awareness. It is a 30-point test divided into three parts:

1. 1 - 10 are questions about people.
2. 11 - 20 are questions related to data.
3. 21 - 30 are questions related to things.

TABLE 2

Student Enrollments In Grades K - 12
in the Elementary/Secondary Schools
Participating in the Evaluation

SCHOOL SYSTEM	NUMBER OF STUDENTS IN GRADES K - 12
Arcadia	979
Bangor	705
Brookwood- Norwalk - Ontario	576
Cashton	697
Elroy - Kindall - Royall - Wilton	1396
Hillsboro	769
LaCrosse	8759

1973-74 School Year (DPI Statistics)

One half of the questions ask "How well the students perceive their ability to accomplish the activity depicted in the pictures related to people, data, and things." The remaining questions covering the domains of people, data and things ascertain how much interest the student has in each activity.

There is also a sub-score available through this test that expresses sex bias as it is measured by traditional sex roles.

In order to administer the test with greatest efficiency and so that the test was measuring how well the students perceived themselves rather than their reading skills, each of the questions was presented on a cassette tape, read to the students, and repeated before the students responded to the questions. Also, the pictures were created to be positive in attitude, simple line drawings, showing the main figure as neither male nor female, and performing easily identifiable activities.

Products Data - Grade Six. The Career Maturity Inventory developed by John O. Crites and published by CTB/McGraw-Hill was selected for use at the sixth grade level. The development of this test was based on a sound theory of career development. In addition, it had been field tested and had established reliabilities for sixth grade students. The reading level was such that it could be used at this grade level. Administrators of the test were instructed to read the test for those students who had problems reading any of the items.

The first two sections of the competence test in the Career Maturity Inventory were utilized in this evaluation. The first section is concerned with the student's knowledge of self. This is accomplished through a self-appraisal process. The second section of the instrument assesses the individual's knowledge about jobs and occupational information.

Since this is a commercially published test, a copy of the instrument is not included in the Appendix. Persons who wish to review the instrument should contact CTB/McGraw-Hill or obtain a review copy from a testing center at a college or university.

Products Data - Grades Nine through Twelve. After reviewing the instruments suggested in the guidelines for Third Party Evaluators and other available instruments, it was decided that the Career Development Inventory developed by Donald Super and his associates was the most valid instrument. The Career Development Inventory was still in the developmental stage, however, the authors did have data available from several norm groups.

The Career Development Instrument measures the student's career planning, occupational knowledge, and career decision-making.

This instrument proved to be effective at the ninth through twelfth grade levels. However, a number of examples listing secondary choices and decisions made the instrument adequate for the post-secondary level.

Products Data - Adults. Since the objectives for the adults in the project were quite different from those for other levels, it was necessary to utilize a different instrument. The third party guidelines did not identify tests for adults, nor were appropriate published tests available. Therefore, it was decided that the instrument which had been used during the first year of the project would be employed again. The adult instrument which was used represented a combination of a course evaluation form utilized by the project staff and an adult education survey form which had been designed by the third party evaluators.

The adult questionnaire asked the respondents to evaluate the course in which they were enrolled, to identify the sources of information from which

they were learned about the course, and for suggestions on additional courses which might be offered. In addition, the respondents were asked to give background data on area in which they lived, marital status, number of children, and the years in school in which their children were enrolled. Also, the adults completing the questionnaire were asked to list the purposes they saw for secondary and adult education. Finally, they were asked to indicate their level of knowledge of the activities of the WWTI Career Education project and to give their opinions related to various needs associated with career education. A copy of this instrument is included in Appendix C.

This instrument had been used effectively during the first two years of the evaluation. In addition, it had a high content validity in relation to the Career Education Model developed by the project staff and the project's objectives for the year.

Products Data - Arcadia Placement Activities. The Northwest Career and Continuing Education Center was designated as the center which would focus upon placement activities. These activities were to encompass students in grades nine through twelve at Arcadia High School, dropouts in grades nine through twelve and adults. A form was developed by the third party evaluators to collect data on a variety of placement activities which had been identified in the original project proposal. (A copy of this instrument is included in Appendix D). The activity form asked for a summary of placement activities such as group and individual counseling, activities jointly conducted with the Wisconsin Job Center, and placement in part-time or full-time work or advanced educational programs. These activities were to be recorded for grades nine through twelve, dropouts, and adults.

Inputs/Processes - Teacher Survey Form. During the last three to five years career education has been a topic of discussion for many teachers and school administrators. A number of workshops, meetings, and publications have involved many teachers. Therefore, it was not possible to assume that the experimental schools would be initiating and carrying out career education while the control schools were doing little or nothing in the area. In order to assess the extent career education activities had been initiated by teachers in the experimental and control schools, a teacher survey form was designed. (See Appendix E for a copy of this instrument).

This form asked the teachers to identify the services and materials they had received from the project staff. They were also asked to evaluate the importance of this assistance. In addition, they were asked to indicate their use of various career education activities and to contrast the present level of use with that which existed in the 1974-75 school year.

Inputs/Processes - Administrator/Counselor Survey Form. In discussing the teacher survey form with the WWTI project staff a need was identified for a form which the administrators and counselors in experimental schools would complete. In many instances the project staff members did not work directly with teachers. Instead, their assistance and services were given to administrators and counselors who then disseminated these to their teachers.

The administrator/counselor survey form asked the respondents to indicate the type of assistance received from the project staff members and also to identify the types of assistance which would be needed during the next school year. At the end of the survey form the respondents were asked to evaluate the extent to which the assistance provided helped their school system to implement career education concepts and programs. At the end of the survey

form, two open-ended questions were listed which asked the respondents to indicate what problems they had encountered in obtaining assistance from the project staff members and to make any additional comments which they desired. (A copy of this instrument is included in Appendix F).

Inputs/Processes - Interview Form. Two members from the Third Party Evaluation Team devoted two days in March to interviewing teachers, administrators and counselors in selected schools involved in the WWTI project. One day was spent in LaCrosse and the second day was used in the New Lisbon area visiting rural schools. At New Lisbon, the team had an opportunity to participate in a career corps training session.

Inputs/Processes - Other Instruments. Some additional instruments were developed for specific applications in the project. These will be discussed as the data from them are presented.

Summary of the Evaluation Plan

A summary of the objectives evaluated, the groups involved in the evaluation, the instruments used, and the contrasts to be made are given in Appendix G. It is felt that, given the constraints under which the Third Party Evaluation project operated, the evaluation had validity, the data collected were sufficiently reliable, and that there was adequate scope.

Chapter III

Results from the Evaluation

The data, analyses, and conclusions from the third party evaluation are presented by objective in this section. In the concluding portion a summary of the results is presented by objective.

1. Determine the Extent to Which Students Who Have Participated in the Project Demonstrated an Increase in Self-Awareness in Grades Three, Six and Nine.

Products Data - Grade Three. The self-awareness of third grade students was assessed through the use of an instrument which had been developed at the Center for Research and Educational Improvement at UW-Stout. A copy of this instrument is included in Appendix B. Students received an instrument which contained 30 pictures to which they responded. The narration for the test was presented on cassette tape.

The self-awareness levels of the third grade students encompassed in the evaluation during the 1974-75 and 1975-76 years are reported in Table 4. Two sets of scores are presented for the nine experimental and control schools involved in the third party evaluation. A key for each score scale is presented in the table.

Two scales were included in the instrument to assess specific dimensions of self-awareness. These two scales were based upon questions related to (1) how well the students thought they could do various activities and (2) how interested they were in the specific activities. The results on these two sub-scales are reported in the table.

On the "how well scale" the average scores ranged in the positive area during both years in which this instrument was used in the evaluation. These

means indicated that most students thought that they could do a majority of the activities listed in the instrument.

An analysis of variance was run on the "how well" scores observed during 1974-75 and no significant differences were found between the means. Therefore, it was concluded that there was no significant difference between the scores of students in the experimental and control schools during 1974-75. An analysis of variance run on the scores obtained for the 1975-76 evaluation also identified no significant differences between means.

Slight changes in mean scores from the 1974-75 year to the 1975-76 year can be observed for those schools which were in the evaluation both years. None of these changes was statistically significant.

The mean scores on the "interest" scale ranged from the high end of the high interest range to the low end of the very high interest range. These scores indicated that students had a relatively high level of interest in the activities presented in the test. It was also interesting to note that the level of interest expressed in the activities was higher than the level of performance the students perceived that they could do. Considering that third grade students were responding to the instrument this appeared to be a logical response pattern.

Statistical analysis of the scores obtained from the experimental and control groups during the two years of the evaluation revealed no significant differences. Also, there were no significant changes from one year to the next. Therefore, it was the conclusion of the third party evaluators that there was no significant difference between the level of interest displayed by third graders in experimental and control schools. Nor was there any difference between the two years in the evaluation.

Table 4

Self-Awareness of Third Grade Students

School		Y	N	HOW WELL P.D. & THINGS		INTEREST P.S. & THINGS	
#	E@/C	R		Mean	SD	Mean	SD
1	E	74/5 75/6	25 46	42.5 41.9	4.1 3.8	32.1 32.3	3.1 3.0
2	E	74/5 75/6	17 41	42.4 42.5	3.3 5.7	32.2 32.4	2.6 4.0
3	C	74/5 75/6	24 37	40.5 42.7	5.6 4.2	32.9 34.2	2.7 3.2
4	E	74/5 75/6	20 34	41.4 38.7	3.4 5.0	32.4 32.7	2.8 3.7
5	E	74/5 75/6	20 21	41.2 41.7	5.8 3.6	33.1 34.7	3.9 2.0
6	C	75/6	19	43.0	5.0	33.6	3.1
7	C	75/6	49	40.6	4.9	32.7	3.4
8	C	75/6	41	42.9	4.9	33.1	2.9
9	E	75/6	38	43.2	4.7	33.1	3.5
KEY:				49-54: V. Good 41-48: Good 33-40: Undecided 25-32: Poor 18-24: V. Poor		33-36: V. High 28-32: High 22-27: Undecided 17-21: Low 12-16: V. Low	

E@ represents experimental school, C represents control school

The level of self-awareness of third grade students in all of the schools involved in the evaluation appeared to be relatively high. This appeared to be a logical result based on the third party evaluator's on-site visits to third grade classrooms and the responses third grade teachers made on the teacher survey form.

Products Data - Grade Six. The self-awareness of sixth grade students was measured by the scores on Part 1 of the competence test included in the Career Maturity Inventory (CMI). This portion of the CMI included 20 items which posed a variety of situations that required the respondent to assess the capabilities of persons described in the questions. Table 5 gives the results on this test for the last two years of the project.

In 1974-75 pre- and post-tests were given in the experimental and control schools. In three of the five schools growth patterns were observed during the 1974-75 year. Scores for students in the fifth school declined slightly. None of the statistical tests for the changes in the scores between pre and post were significant for the first year of the evaluation. However, it should be noted that the pre-test was given in February and the post-test in May of 1975. This short span of time was created by the fact that new evaluation guidelines were issued by the U.S. Office of Education and these were not made known until early in the school year.

Results from the 1975-76 evaluation indicated that scores in the two experimental schools which were also experimental schools during the prior year declined slightly. These changes were not statistically significant. One control school changed to an experimental school during the last year of the project and the scores increased slightly. This difference was not statistically significant.

Table 5

Self-Awareness of Sixth Grade Students

(Based on Part I - Career Maturity Inventory)

School #	E/C	Y R	N	Pre-Test Mean	SD	Post-Test Mean	SD
1	E	74/5 75/6	30 30	9.9	3.9	9.9 8.8	4.6 4.0
2	E	74/5 75/6	24 19	11.3	3.4	12.2 9.7	3.2 3.0
3	C	74/5 75/6	24 46	8.7	4.4	10.0 10.6	4.2 3.2
4	E/C*	74/5 75/6	53 52			11.1 11.4	2.0 3.7
5	E	75/6	49			12.1#	2.9
6	E	75/6	60			8.1	3.7
7	C	75/6	48			8.1	3.0
8	C	75/6	51			11.1@	4.0
Norm - Grade 6 (reliability = .81)						8.3	4.5
Norm - Grade 7 (reliability = .77)						10.4	4.1
Maximum Score = 20							

* Served as a Control school in 1974-75. Became experimental school in 1975-76.

Significantly larger than means for schools 6 and 7 ($P < .05$).

@ Significantly larger than means for schools 6 and 7 ($P < .05$).

Two experimental schools and two control schools were added to the evaluation during the last year. The scores for school 5 were significantly higher than those for school 6 and 7. There was no statistically significant difference between the scores in schools 5 and 8. The scores in control school 8 were significantly higher than those in schools 6 and 7. Although there was a pattern of significant differences, it appeared that most of these differences were the result of socio-economic variables associated with the location of the schools. Schools 5 and 8 had significantly higher scores. School 5 was an experimental school and school 8 was a control school.

The norms reported in the CMI administrator's manual are given at the bottom of the table. The manual was not explicit as to when the sixth and seventh grade norm data were collected. Therefore, the norms for both grade levels are reported. The post-tests were given in May; thus, the students would be very near to seventh grade. The means reported for the schools in the evaluation looked more like the seventh grade norms than those for the sixth grade. As with any norms, it would be risky to make generalizations which suggest that the groups in this study were above average in contrast with sixth graders in general. The average responses from the schools in the evaluation fall between the means for the sixth and seventh grades as reported in the CMI manual.

The self-awareness scores indicate that the students in the evaluation had a level of self-awareness which was equivalent to or slightly better than sixth graders in general. The fact that no significant differences were observed between the experimental and control schools probably reflects the fact that most elementary school teachers place significant emphasis on this

area. (The on-site visitations revealed a significant emphasis by experimental and control teachers).

Products Data - Ninth Grade. At the ninth grade level, Super's Career Development Inventory (CDI) was used to assess self-awareness. Specifically, Scale A was utilized. This scale presents a self-rating scale on which students react to a number of items related to information they have about themselves and potential vocations. This instrument was relatively new and did not have extensive norms or information on validity.

The results from the evaluation are presented in Tables 6 and 6B. It was possible to pre-test in four of the experimental and control schools encompassed in the 1974-75 evaluation. These schools were retained for the last year of the evaluation. The results presented in Table 6B are for the junior high schools in LaCrosse. Each school had a career education unit at the ninth grade level. A rotational evaluation design was used with a pre-test before the career education unit and a post-test after the unit in two of the schools. In the third school post-test results only were available. In addition, the post-test results from these three schools for the 1974-75 year are also reproduced in Table 6B.

Comparison of 1974-75 pre and post scores, by means of a t-test of differences, revealed one significant change between pre- and post-testing. One of the experimental schools, school 1, had a significant gain in self-awareness. Slight gains or losses were observed in the other schools involved in the 1974-75 evaluation. Therefore, it was concluded that a significant change did occur in school 1 in 1974-75.

A review of the mean scores for the schools involved in the evaluation during the last two years of the project indicated that scores in the exper-

Table 6A

Self-Awareness of Ninth Grade Students in Rural Area

(Based on Scale A from the Career Development Inventory)

School		Pre-test (Feb. 1975)			Post-test (May 1975)			May 1976		
#	E/C	N	Mean	SD	N	Mean	SD	N	Mean	SD
1	E	121	95.7	21.5	121	99.8	21.6	101	96.1	19.1
2	C/E*	73	91.5	19.1	27	90.3	20.7	52	93.7	20.2
3	C	28	93.1	25.7	17	95.2	23.1	46	92.7	20.7
4	C	63	90.0	20.1	16	91.9	18.3	53	94.9	19.2
5	C/E				65	93.8	21.8	61	89.5	18.6
	Norm for Tenth Graders (super)				400	103.6	19.3			
	Maximum Possible Score = 165									

* Became experimental school in 1975/76

Table 6B

Self-Awareness of Ninth Grade Students in La Crosse

School		Post-test 1975			Pre-test 1975-76			Post-test 1975-76		
#	E/C	N	Mean	SD	N	Mean	SD	N	Mean	SD
1	E	40	92.1	19.2	150	96.9	19.1	289	108.4#	20.7
2	E	54	102.2	21.3				118	98.7	18.9
3	E	54	98.1	16.7	148	95.4	19.9	208	101.3@	19.2

Significantly higher than pre-test mean and post-test mean for prior year, also high than pre-test mean for school 3 ($P < .05$).

@ Significantly higher than pre-test mean ($P < .05$).

imental school, school No. 1, in Table 6A decreased somewhat during the last year of the evaluation. In school 2 which changed from control to experimental status during the last year of the evaluation, scores increased noticeably. Scores in one control school decreased by about 2 1/2 points while the other increased by 3 points. The changes in schools 2 and 4, where increases were noted, coincided with increases in the level of career education treatment applied. As noted before, it was not possible to exclude career education from control schools.

The results for the junior high schools in LaCrosse are presented in Table 6B. In school 1 a significant gain in performance was noted between the post scores for 1974-75 and 1975-76. There was also a significant gain between the pre-test and post-test scores in school 1 during the past year of the evaluation. The post-test results in 1975-76 were lower but not significantly lower than those observed in 1974-75. The exact cause of this is not known; however, only a sample of students responded to the post-test during the previous year. In school 3 there was a significant gain in performance between the pre- and post-test during the last year of the evaluation. The difference between the post-test results in 1974-75 and 1975-76 were not significant. The pattern of results reported in Table 6B indicates that the career education units were having an impact on the students' self-awareness in LaCrosse junior high schools.

Some tentative norm data were presented by Super in the preliminary manual for the CDI instrument. The norms for tenth graders are presented in Table 6A. Ninth grade norms were not given. The means reported for the post-test are somewhat smaller than those reported for the norm data. Since ninth graders were involved in this portion of the evaluation, this difference

was not unexpected. If self-awareness follows a developmental pattern, it would appear that the students encompassed in the evaluation were very similar to those from which Super had collected his data.

It would appear from the results that well-designed career education experiences and programs do have an impact on student self-awareness. Data presented in Tables 6A and 6B indicate that some of the experimental schools have success with their career education programs.

Relational Data - Teacher Activities. Most, if not all, of the teachers in the WWTI districts have been exposed to career education activities and instructional materials during the past five or six years. Therefore, it would not be logical to assume that only the students in the experimental schools would be exposed to career education concepts and content. In order to gain some insight into the level of treatments in the experimental and control schools, teachers in each of the school classifications were asked to fill out a survey form. A copy of this instrument is included in Appendix E. In the survey form teachers were asked to indicate the extent to which they utilized various activities and the degree to which selected content related to career education was presented in their classes. Table 7 presents the results of this survey.

In Table 7 the mean responses to each item on the survey are reported for the 1974-75 and 1975-76 evaluation. During 1974-75 teachers in the experimental schools reported more extensive inclusion of career education activities and content in their courses. An analysis of variance indicated a significant difference between the level of activities in the two groups. However, in 1975-76 there was little difference in the reported activities. In many instances, the teachers in the control schools indicated a higher

Table 7

Career Education Activities of Teachers

In Experimental and Control Schools

ITEM NO.	CONTENT/ACTIVITY	1974-75		1975-76	
		Exp.	Control	Exp.	Control
1	Field trips	2.75#	1.73	1.58	1.71
2	Visitors/Speakers	3.50	1.81	1.74	2.00
3	AV	4.40	3.06	2.41	2.74
4	Written Material	4.22	2.07	2.18	1.76
5	Group Counseling	2.78	1.81	1.75	1.49
6	Individual Counseling	2.89	2.31	2.30	1.65
7	Peer Counseling	1.88	1.73	1.39	1.35
8	Themes, Term Papers	2.50	1.93	1.78	1.36
9	Educational T.V.	2.63	2.27	1.84	1.90
10	Projects	3.22	2.40	2.08	1.78
11	Displays	2.71	1.77	1.81	2.03
12	Games	2.38	1.71	1.46	1.17
13	Educational Fairs	1.00	1.08	1.17	1.42
14	Role Playing	3.00	2.20	1.84	1.76
15	Simulated Work	2.13	1.57	1.86	1.62
16	CE/Language Arts Skills	3.38	2.43	2.00	1.87
17	CE/Math Skills	2.88	3.13	2.44	2.14
18	CE/Science Skills	3.78	2.67	2.25	2.54
19	CE/Social Studies Skills	4.13	2.80	2.50	2.55

Mean response

Table 7 (Cont'd.)

Career Education Activities of Teachers

In Experimental and Control Schools

(Continued)

ITEM NO.	CONTENT/ACTIVITY	1974-75		1975-76	
		Exp.	Control	Exp.	Control
20	Relating Arts to Occupation & Leisure	3.00	2.57	2.51	2.27
21	Identifying Student Interests & Skills	3.56	2.80	2.50	2.38
22	Awareness of Local Community Occupations	3.44	1.93	1.90	1.94
23	Career Selecting Activities	4.00	2.71	2.42	2.53
24	Jobs Related to Class CE Topics	4.44	3.33	2.97	3.14
25	Selecting a Career	3.89	3.39	2.97	2.78

Response Key:

1 = Never

2

3 = Once per month

4

5 = Once per week

level of use of career education content activities as contrasted with the prior year. And with one exception, the teachers in the experimental schools stated that they used career education activities and content less frequently than in the prior year. The only exception was the use of educational fairs which increased from an average of "Never" to slightly above this level (mean = 1.17).

The exact reason for this reduction in the level of emphasis could be related to several factors. Teachers may have become more at home with career education and thus not perceived that the extent of use was as high as it actually was. Or, teachers may have become disenchanged and have actually reduced their use of career education activities. Based on the third party evaluator's contacts with the teachers and project staff, it appeared that during the third year there was a consolidation and greater infusion of career education activities into the normal teaching activities of instructors. Therefore, the level use of various activities may not have been as extensive as in the past year but there did appear to have a greater level of integration than in the past.

A wide variety of activities related to career education was reported by both the teachers in the experimental and control schools. This may be the underlying basis for the lack of large differences in scores between the experimental and control schools. It was noted in Table 6B where a rotational design was used that significant changes in scores between the pre-tests and post-tests were observed.

The data collected by the third party evaluators and a review of the resources provided by the project indicated that teachers in the experimental schools were receiving considerable assistance from the project staff. In addition, many counselors and teachers in the control schools requested and

received films, activities and software from the project. Also, these teachers had access to career education materials from a variety of other sources. Thus, it was difficult to maintain a truly experimental and control design in the evaluation. It would appear from the data reported during the two years the teacher survey was conducted that there was some difference in the level of career education activities utilized by teachers in experimental schools during the second year of the project. However, this difference ceased to exist during the last year of the project.

2. Identify the Extent to Which Students Who Have Participated in the Project Demonstrated an Increased Awareness of and Knowledge About Work at Grade Levels Three, Six, Nine and Twelve.

Products Data - Grade Three. Table 8 presents the results of the data analysis for the 1974-75 and 1975-76 evaluations. Data were collected from third grade students in experimental and control schools. For this objective the students' responses were analyzed on the basis of their reactions to the items which dealt with (1) people, (2) data and (3) things. Each scale is based on responses to ten items in the third grade instrument. Scores in the range of 24 to 30 would indicate positive reactions to the items based on the students' perceptions of their abilities and interests in the activities depicted in the questions. Scores in the range of 17 to 23 would indicate a neutral or undecided reaction to the questions. A negative reaction based on the lack of interest or ability would be reflected by scores in the range of 10 to 16. An analysis of variance run on the scores of each of the scales for the 1974-75 evaluation revealed no significant differences between the schools. An analysis of variance run on the scores for the 1975-76 year also revealed no significant differences in the means from school to school and from year to year. Almost all of the means fall in the positive range

TABLE 8

Third Grade Students Knowledge of

People, Data and Things Activities

School #	School E/C	Y R	N	1 PEOPLE Mean	1 PEOPLE SD	2 DATA Mean	2 DATA SD	3 THINGS Mean	3 THINGS SD
1	E	74/5	25	24.4	2.2	26.0	2.7	24.2	3.6
		75/6	46	24.4	2.3	25.6	2.2	24.3	2.8
2	E	74/5	17	24.2	2.1	25.1	2.8	25.4	2.9
		75/6	41	24.5	3.3	25.8	3.5	24.6	3.4
3	C	74/5	24	24.9	2.8	25.0	2.9	23.4	3.1
		75/6	37	25.7	2.5	25.5	2.6	25.6	3.0
4	E	74/5	20	24.1	2.6	25.3	2.2	24.3	2.3
		75/6	21	25.4	2.1	26.6	1.6	24.5	2.6
5	E	74/5	20	23.9	3.1	25.4	3.4	25.0	3.2
		75/6	34	23.7	3.1	23.7	3.4	24.0	3.2
6		75/6	19	26.4	2.8	25.8	2.4	24.3	3.2
7		75/6	49	24.5	2.8	24.9	3.1	23.8	3.2
8		75/6	41	25.5	2.3	25.9	2.7	24.7	3.2
9		75/6	38	25.2	3.0	25.8	3.0	25.3	2.9

KEY				
	Positive response	24-30	24-30	24-30
	Neutral response	17-23	17-23	17-23
	Negative response	10-16	10-16	10-16

of 24 to 30. It was also interesting to note that the mean scores in each of the three scales were very similar. In other words, it did not appear that students at this age were more interested in people as contrasted with data or things.

Products Data - Grade Six. Six graders' knowledge about jobs was measured by Part II of the Career Maturity Inventory. This portion of the CMI contained 20 items. The norms for grades six and seven are given in Table 9. The average score for sixth graders in the norm group was 8.9, for seventh graders 10.2. The pre- and post-test means for students in grades six involved in the 1974-75 evaluation are given in Table 9. Post-test only scores are given for the schools involved in the 1975-76 evaluation.

In 1974-75 a small amount of growth in knowledge about jobs is displayed by the increase in the mean scores from the pre- to post-test period in the experimental schools. In the control schools the means remained relatively stable during the three and one half months between the pre- and post-tests. None of the changes between the pre- and the post-tests was significant. Therefore, additional analysis between schools were not run.

The 1975-76 data revealed decreases in mean scores in two of the experimental schools (schools 1 and 2). These decreases were not statistically significant. In the school (school 3) which continued as a control school during the third year of the evaluation, the mean scores increased by slightly more than 2 points. This increase was not statistically significant. However, it probably reflects the increase in career education activities initiated in many of the control schools (Note the discussion of the teacher activities included for objective 1). Schools 5 through 8 were from LaCrosse. As noted in the prior objective, the differences observed may be caused primarily by a difference in the backgrounds of the students.

TABLE 9

Sixth Graders' Knowledge About Jobs

(Based on Part II of the CMI)

School #	School E/C	Y R	Pre-Test (Feb. 1975) N	Mean	SD	Post-Test Mean	SD
1	E	74/5	30	12.4	3.0	12.8	4.1
		75/6	30			9.7	4.6
2	E	74/5	24	11.1	3.4	12.3	3.4
		75/6	19			10.2	3.3
3	C	74/5	24	9.7	3.8	9.6	2.9
		75/6	46			11.7	3.3
4	C/E*	74/5	53			11.4	4.0
		75/6	52			12.6	2.8
5	E	75/6	49			12.9#	2.5
6	E	75/6	60			9.6#@	3.6
7	C	75/6	48			9.2#@	3.6
8	C	75/6	51			12.0@	3.5
		Norm - Grade 6 (reliability = .81)				8.9	4.5
		Norm - Grade 7 (reliability = .81)				10.2	4.4
		Maximum Score = 20					

* Served as a Control School in 1974-75. Became Experimental School in 1975-76.

Mean for school 5 is significantly larger than means for school 6 & 7 ($P < .05$).

@ Mean for school 8 is significantly larger than means for school 6 & 7 ($P < .05$).

Products Data - Grade Nine. Table 10A presents a summary of the results of the evaluation conducted during the 1974-75 and 1975-76 years. Pre-tests and post-tests were conducted during the 1974-75 year. Post-tests were used during the last year of the evaluation. The data are based on responses to Scale B in the Career Development Inventory designed by Super and Associates. In the rural experimental and control schools, it was possible to pre- and post-test during the 1974-75 year. In LaCrosse the career education treatment was already underway by the time the third party evaluation plan had been approved for that year. Therefore, pre-testing was not possible in LaCrosse. During the last year of the evaluation, a modified rotational design was utilized to assess the impacts of the career education unit offered at the ninth grade level.

The results for the 1974-75 evaluation for rural schools was analyzed with a t-test of differences. It was found that there were no significant changes between the pre-test and the post-test scores. Also, there were no significant differences between the means of the experimental and control schools in the rural area. With one exception the mean scores on the post-test for schools in the rural area during the 1975-76 year decreased. The one exception was a school which changed from a control school during the second year of the project to an experimental school during the final year. The mean post-test score for this school was 5.6 points above the post-test mean during the previous year. In this school the change from the pre-test mean score from 1974-75 to the post-test mean in May 1976 was 9.7 points. This difference approached statistical significance. The second school which changed from a control school to an experimental school also had a slight increase in the post-test mean score.

TABLE 10A

Ninth Graders' Knowledge About Jobs

School #	School E/C	Year	Pre-Test (Feb. 1975) N	Pre-Test (Feb. 1975) Mean	Pre-Test (Feb. 1975) SD	Post-Test N	Post-Test Mean	Post-Test SD
1	E	74/5	121	73.9	15.1	121	75.3	14.4
		75/6				101	74.3	13.8
2	C		73	76.1	17.7	27	77.6	17.1
						53	76.1	14.3
3	C/E		28	68.3	17.4	17	72.4	16.9
						52	78.0	14.7
4	C		63	75.4	19.3	16	76.7	16.5
						46	72.7	14.0
5	C/E					71	71.2	15.0
						61	72.9	14.8

Maximum Score = 140: this score would reflect a high level of knowledge.

TABLE 10B

LaCrosse Ninth Graders' Knowledge About Jobs

School #	School E/C	Post-Test 1975 N	Post-Test 1975 Mean	Post-Test 1975 SD	Pre-Test 1975-76 N	Pre-Test 1975-76 Mean	Pre-Test 1975-76 SD	Post-Test 1975-76 N	Post-Test 1975-76 Mean	Post-Test 1975-76 SD
1	E	54	78.6	16.8	148	76.9	15.2	208	82.8	16.7
2	E	54	80.7	15.0				207	79.7	15.8
3	E	40	72.9	10.8	150	74.7	14.8	289	79.0	15.9

A rotational evaluation design was used in the LaCrosse junior high schools during the 1975-76 evaluation. Students were pre-tested before the career education unit and post-tested after completing it. A post-test only design was utilized the prior year. The results from both years are reported in Table 10B. In schools 1 and 3 the post-test means in 1975-76 were higher than those found in 1974-75. A slight decrease (one point) was observed in school 2.

In 1975-76 there were statistically significant gains between the pre- and post-test scores in schools 1 and 3. In other words, a significant gain in knowledge occurred during the career education unit. Since the pre-test in school 1 was given at the same time the post-test was given in school 2 and the pre-test in school 3 was given at the same time the post-test was given in school 1, the gains in knowledge appear to be attributable to the career education treatment rather than maturity or other variables.

There were no significant differences between the post-test means in the three schools.

It appeared that in those schools in which a significant thrust was made on career education, such as the new experimental schools, had a noticeable increase in the level of knowledge about jobs was achieved.

No appropriate norm data were available for this scale in the Career Development Inventory. Super's scale utilized a complex weighting scheme for scoring this section of the instrument. The computer programs available to the third party evaluators did not have this feature. The fact that increases in mean scores were in evidence in those schools which switched from control to experimental status indicated that the career education treatment did have impacts on performance in a section of the CDI. Also, the treatment effects in LaCrosse junior high schools was significant.

Products Data - Grade Twelve. The results from Scale B on the Career Development Inventory for 12th grade students is presented in Table 11. The pre-test and post-test means observed during the 1974-75 year were very similar. One significant difference was observed from pre-test to post-test in school No. 2. No specific cause of this increase in scores was found by the third party evaluators.

With one exception results in the 1975-76 evaluation were very similar to those in the prior year. In schools 1, 3 and 4 there were no significant differences between the post-test means for the two years or the 1974-75 pre-test and 1975-76 post-test means. The post-test means for the last year were slightly higher in school 3 (control) than the previous year. This trend was consistent at all grade levels in the evaluation for this school and probably reflects an increased utilization of career education materials. In school 4 which changed from a control to an experimental school, there was a very slight decrease. At the ninth grade level, a noticeable increase was observed in this school.

From the data collected, it appeared that the impacts of career education at grade 12 were minimal.

Relational Data. The relational data for teacher activities related to the infusion of career education content and activities in their courses are reported at the end of the discussion for objective 1. Several of the activities which teachers reported that they used most frequently related to the identification of jobs and linking course content to applications in the world of work. It would appear that these teacher activities were having some impact on the students' knowledge about jobs especially at grades six and nine. This was especially true in those schools which changed from control to experimental status during the third year of the project.

TABLE 11

Twelfth Graders' Knowledge About Jobs

School #	E/C	Y R	Pre-Test (Feb. 1975) N	Mean	SD	Post-Test N	Mean	SD
1	E	74/5	88	82.4	21.4	63	82.8	21.8
		75/6				67	82.1	13.7
2	C	74/5	18	78.1	10.9	18	84.7	16.4
		75/6				44	69.9	14.2
3	C	74/5	19	85.4	17.5	19	85.9	14.8
		75/6				44	88.2	16.1
4	C/E*	74/5	64	80.9	20.8	17	80.5	12.3
		75/6				50	79.8	11.3
The Maximum Score = 140.								

* Changed to experimental school during year three of project.

3. Identify the Extent to Which Students Who Had Participated in the Project Demonstrated an Increased Competency in Career Decision-Making Skills at Grades Nine and Twelve.

Products Data - Grade Nine. The results of the pre- and post-tests for career decision-making in grade nine during the 1974-75 and the post-test for 1976 are reported in Table 12. These means are based on responses to Scale C on the Career Development Inventory (CDI). The items on this scale sample the amount of occupational and educational information students have as well as their mastery of the use of this information in career decision-making. A pre-test post-test design was used during the 1974-75 project year for the schools located in the rural area. In LaCrosse it was not possible to use a pre-test post-test design since two of the junior high schools had completed their career education study unit before the final 1974-75 evaluation design had been completed.

A post-test only design was used for the 1975-76 evaluation. The post-test results for the 1974-75 year were used as the baseline to identify trends.

No statistically significant differences were deserved during either of the two years reported in Table 12. The data indicated a small but apparently consistent amount of growth in decision-making in experimental school 1. In 1974-75 the mean increased from 13.0 on the pre-test to 15.3 on the post-test. In the 1975-76 evaluation the mean score was 15.8. In two of three rural control schools, the 1975-76 post-test scores were lower than those observed in 1974-75. The third control school (School 3) switched to experimental status during the 1975-76 year. In this school the post-test mean increased by 1.1 points. Since this school became an experimental site, this change would confirm that the career education treatments were having a slight but measurable impact on the CDI scores.

TABLE 12

Ninth Graders' Competency in
Career Decision Making

SCHOOL		Y	Pre-test (Feb., 1975)			Post-test (May, 1975 & 1976)		
#	E/C	R	N	MEAN	SD	N	MEAN	SD
1	E	74/5 75/6	121	13.9	3.9	121 100	15.3 15.8	5.0 4.9
2	C		73	13.1	5.2	27 53	14.4 13.8	5.1 4.3
3	C/E#		28	13.0	5.1	17 52	14.2 15.3	5.3 4.7
4	C		63	12.3	5.6	16 45	14.2 12.0	5.3 4.3
5	E					54 148	16.0 15.9	6.3 5.5
6	E					54 208	12.3 13.0	5.3 6.2
7	E					40 289	13.9 14.4	4.6 6.0
8	C/E					66 61	15.8 14.6	4.2 4.7
Norm for Tenth Graders: Reliability for these scores: .71 Maximum score: 30						400	17.2	4.6

#Became an experimental school in 1975-76.

Norm data for tenth grade students are given at the bottom of the table. The means for the schools involved in the evaluation were somewhat lower than the means in the norms. However, the norm data were for tenth grade students and much of this difference may be caused by maturation.

Products Data - Grade Twelve. Mean scores on Scale C of the Career Development Inventory for twelfth grade students included in the evaluation are presented in Table 13. Three statistically significant differences were observed. There is a statistically significant increase between the pre-test mean and post-test mean for School 1 during the 1974-75 year. Although the mean score is slightly lower for the post-test in 1976, this value is still significantly higher than the pre-test score baseline scores for 1974-75 in the same school. In School 4 the post-test mean observed in 1975076 was significantly higher than the pre-test mean for the 1974-75 year. The 1975-76 post-test mean was also somewhat larger than the post-test mean observed during the prior year. School 4 had changed from a control to an experimental year during the last year of the project. The post-test mean in one of the control schools (No. 2) increased slightly during the last year of the project. The post-test mean for the other control school (School 3) decreased by 2.5 points.

The changes in mean scores between pre- and post-test and trends during the two years in which data were collected indicate a more systematic increase in scores within the experimental schools. Thus, the career education programs in these schools appear to be having an impact on career decision making.

Career Corps. During the third year of the evaluation a special assessment was conducted on the impacts of the career corps. The career corps members and senior students at New Lisbon High School were pre-tested in the

TABLE 13

Twelfth Graders' Competency in
Career Decision Making

SCHOOL		Y	Pre-Test			Post-Test (May)		
#	E/C	R	N	Mean	SD	N	Mean	SD
1	E	74/5 75/6	64	12.2	7.2	64 67	17.8* 16.5+	5.4 6.9
2	C	74/5 75/6	18	18.8	4.8	18 44	16.9 17.6	5.9 4.3
3	C	74/5 75/6	58	18.1	4.1	19 44	19.4 16.9	4.3 4.4
4	C/E#	74/5 75/6	64	15.2	5.9	17 50	17.8 18.6x	3.5 5.4
5	C/E#	74/5 75/6				71 66	16.0 15.2	5.5 6.9
6	Career Corp	75/6	14	21.2@	3.2	14	21.3	3.5
	Non C.C.	75/6	38	17.8@	4.4	38	21.2	4.0

Maximum Score = 30.

#Became an experimental school in 1975-76.

* t = 3.54 with 62 d.f., P < .05
\+ t = 2.47 with 129 d.f., P < .05
x t = 2.27 with 128 d.f., P < .05
@ t = 2.15 with 50 d.f., P < .05

fall of 1975. In May a post-test was administered. The means in Table 13 for School 6 reflect the performance of these students on Scale C of the Career Development Inventory. On the pre-test there was a significant difference between the mean scores achieved by the members of the career corps and the senior students. The career corps members scored significantly higher. This score no doubt reflected their experience in the career corps training program which involved a number of intensive training sessions. At the end of the year there was no significant difference between the means of the two groups. Since the senior students were exposed to the career corps as well as to a senior unit in careers, it is difficult to partition the change in mean scores to one treatment. However, based on the patterns of scores on the pre- and post-test, it would appear that the career corps experience has a significant impact on the career decision-making skills of students. It should also be noted that the career corps included some juniors. Their performance levels would not be expected to be as high as those of seniors based on the norm data available for the CDI.

Relational Data. In the discussion for objective 1, the teacher survey data were presented. The reader should review that section to assess the degree to which career education treatments have been carried out in the schools involved in the evaluation. In general, there was a reduction in a level of career education activities reported during the third year of the project. The experimental schools reported a slightly higher level of career education activities than the teachers in the control schools. A reduction in activities reported by the experimental schools may indicate a consolidation and selection of activities which are most effective. The scores on the CDI would indicate that career decision-making has improved slightly during the last project year. Also, career education activities may

have become a more integral part of the curriculum and teachers may be less aware of their use.

It is the judgment of the third party evaluators that the project has had impact on the career decision-making capabilities of ninth and twelfth graders in the experimental schools. Performance levels on the CDI indicate that further improvement could be achieved. The career corps receives a high evaluation.

4. Ascertain The Extent to Which Students Who Participated in the Project and Left the Project Schools Were Placed in a Paid Occupation, in Further Education, or in Unpaid Work That Was Consistent With Their Then Career Choice At All Grade Levels by School Year.

Products Data. A summary of the placement activities carried at the Northwest Career and Continuing Education Center is given in Table 14. The table includes the placement activities during the 1974-75 and 1975-76 project years. The data for 1975-76 indicate a decrease in the counseling activities in grades nine through twelve. This decrease is due mainly to the decision to have the Job Service/WWTI career and job information counseling session presented on a two- or three-year cycle. Since most of the information in the group counseling presentation would be identical to that given the prior year, it was decided to do this on a two-year cycle. This appeared to be a valid decision.

A decrease in individual counseling was also apparent for the last year of the project. A slight decrease in the number of GED students is evident. There was an increase in the number of persons who received information on vocational-technical school programs, full-time job openings, and part-time job openings. Job placements continue to be difficult with unemployment ranging in the area of nine to ten percent most of the year.

The number of placements in GED would appear to be adequate. The

TABLE 14

Summary of Arcadia Placement Activities

Placement Activity	Number Involved	
	1974-75	1975-76
1. Group Counseling - Grades 9-12 in School	482@	30+
2. Individual Counseling - All	104	11
3. Wisconsin Job Center	36@	55
4. Local Job Openings - Full-Time	0*	5*
5. Local Job Openings - Part-Time	60*#	96#
6. Jobs - Part-Time School - Part-Time	3*	2*
7. GED	29	22
8. Vocational-Technical School	17	28
9. Further Education	1	6

@ Also JC assisted with group counseling above.

* Unemployment was about 10% in this area during most of the year.

These were part-time teachers hired for adult evening courses.

+ Also conducted survey study with 245 students.

statistics in the Wisconsin State Plan for Vocational Education for the fiscal years 1976-80 indicate a drop-out range of approximately 1.7 percent per year for the Arcadia year. Arcadia has approximately 100 students per class. This drop-out rate would indicate that there would be 6 to 8 dropouts per year. Thus, the 22 students enrolled in GED would represent the dropouts for approximately 3 school years.

The student evaluation on the Job Service and Career and Continuing Education coordinator counseling on employment and educational opportunities conducted during 1975 was very positive. It is recommended that this presentation be made a part of the services offered to the Arcadia School System and be expanded to other schools as well. It would appear that a two-year cycle would be adequate. However, this should be evaluated to determine if it meets the needs of students.

WWTI maintains a comprehensive placement service for its students. Placement counseling is available from the student personnel services department. One staff member spent about one-half of his time contacting industry to identify job openings. In 1973-74, eighty percent of the students who sought placement assistance were placed through this office. Data from the six-month follow-up revealed a 4.9 percent unemployment rate for the 1973-74 graduates of WWTI. This is contrasted with an 8 to 11 percent general unemployment rate in the area during this time period. Review of the placement report for the 1974-75 year and interviews concerning successes during the 1975-76 year indicate that placement will be better during each of these years. Early in May, 1976 all of the students completing some of the WWTI programs had obtained jobs.

Based on the data collected by the third party evaluators, it appeared that the project had little impact on the WWTI placement effort. These

placement activities were an on-going function of the technical institute. As a result, there was not much need to devote attention to this area.

The placement activities at the Arcadia Center appeared to be adequate. However, there was room for improvement in relation to the articulation between business and industry, the WWTI Career Center and the Arcadia High School. In addition, cooperation on developing better placement services for high school students should be explored throughout the district.

5. Identify the Extent to Which the Number and Type of Job Preparation Opportunities (Including Work Experience and Cooperative Educational Opportunities) Have Been Expanded for Young People in Grades Twelve Through Fourteen.

Products Data. Table 14 reports that three students were placed in part-time jobs which were coordinated with part-time schooling. During the year WWTI provided opportunities for high school students and high school dropouts to enroll in WWTI courses. Also, the coordinator of the Career Center in LaCrosse developed a sequence of evening school offerings including a complete summer session offering, which permitted a person to work full-time and acquire an associate degree by enrolling in evening classes. The evening school program at Mauston also provided evening classes which could be applied to diploma and associate degree programs.

All the coordinators were involved at identifying the need for vocational courses which would be offered during the evening program. Interviews with the staff indicate that new courses were continuously being considered for inclusion in the evening school offerings.

WWTI has also given evidence of concern for providing adequate services for special needs students. Handicapped and disadvantaged students have utilized the learning materials and labs provided by WWTI.

Information collected during the interviews with project staff indicated

that considerable effort has been made to identify and provide adult evening courses and programs which lead to job placement. Some attention has been given to providing additional work experience and cooperative educational opportunities but more needs to be done in this area.

It is the conclusion of the third party evaluators that the project has made adequate progress on the adult evening programs but needs to improve on other activities related to this goal. More opportunities for high school graduates and dropouts need to be provided.

6. Identify the Financial Resources From Section 142 (C) of Part D of PL 90-576, That Were Expended at Each of the Grade Level Breakouts; K-3, 4-6, 7-9, 10-12, and 13-14 for the 1975-76 School Year.

Since the career education project evaluated involved a significant amount of effort at the adult level, an additional breakout level was added to the analysis for this objective. Table 15 on the following page includes breakouts on each of elementary, secondary and post-secondary levels. In addition, the adult level has been added.

After conducting on-site visitations, meeting with project staff, and reviewing the project budget, the estimated budget expenditures for each breakout level listed in Table 15 were developed. A rough draft of the breakouts were reviewed with Richard Rogers who assumed responsibility for the final report for the project. His input created some slight changes. For the most part the conversation with Dr. Rogers was conducted to double-check some of the decisions for which the third party evaluators did not have complete data. The estimates in the table reflect the judgments of the third party evaluators. The figures included in the table should not be inferred to be the opinions or recommendations of the project staff.

Table 15 is organized with major expenditure areas listed at the left.

TABLE 15

Estimated Budget Expenditures for 1974-75
from Federal Funds

Expenditure Area	Level at Which Expenditures Made					
	K-3	4-6	7-9	10-12	13-14	Adult
Salaries & Fringe Benefits $57,202.25	16.25% $9295.37	16.25% $9295.37	16/25% $9295.37	16/25% $9295.37	5% $2860.10	30% $17160.67
Rent & Other Facility Costs $12,357.81	12.5% $1544.73	12.5% $1544.73	12.5% $1544.73	12.5% $1544.73	5% $617.88	45% $5561.00
A-V Media $7,935.07	18.75% $1487.83	18.75% $1487.83	18.75% $1487.83	18.75% $1487.83	10% $793.50	15% $1190.25
Third Party Evaluation $4,000.00	19.2% $768.00	19.2% $768.00	19.2% $768.00	19.2% $768.00	4% $160.00	19.2% $768.00
Other $1,296.90	25% $324.23	25% $324.23	25% $324.23	10% $129.69	5% $64.85	10% $129.69
TOTAL $82,792,03	16.21% $13420.16	16.21% $13420.16	16.21% $14320.16	15.97% $13225.62	5.4% $4496.33	29.97% $24809.61

The breakout levels are placed in the columns to the right. Items in which expenditures were the same or very similar for each breakout level were clustered together. For example, several line items within the budget concerned with AV media, software, and books were clustered together to form the AV media item. The last item in the expenditure area, "Other," includes those items which did not fit in the other categories. The cost of the annual report and other equipment were summarized in this area. The table includes a percentage expenditure and dollar value for each expenditure area and breakout level. In addition, the expenditures at each breakout level are summarized at the bottom of the table and the overall percentage of expenditure for each level is indicated. The largest expenditure is at the adult level (29.97 percent). The next largest expenditures are at grade levels K-3, 4-6, and 7-9 (16.21 percent). The expenditure at grade levels 10-12 was estimated to be 15.97 percent. The smallest expenditure was estimated to be at the 13-14 year level with 5.4 percent of the resources utilized.

It is the judgment of the third party evaluators that a relatively low level of expenditures was in evidence at grade levels 13 and 14. One reason for this was the emphasis given to grade levels K-12 in the federal guidelines for this project. In considering this, however, the third party evaluators feel that the level of expenditure for grades 13 and 14 was too low. An expenditure of 8 to 10 percent of the resources available would be judged to have been more appropriate at these grade levels.

Althougth it was felt that too little money was expended at grade levels 13 and 14 during the last two years of the project, this deficiency was not of such magnitude as to raise significant criticism of the utilization of the project's funds. It should also be noted that the Western Wisconsin Technical

Institute District appropriated significant amounts of funds each year in conjunction with this project. During the last year slightly more than $158,000 of WWTI money was expended on project activities. Also, the fact that the WWTI Board has approved continuation of career and continuing education resource centers throughout the district for the 1976-77 year indicates the commitment of the district to continuing the program established by this project. It appears that the project resources have been effectively utilized to establish a career education program in a rural area and to lay the foundation for an on-going program.

7. Assess the Degree to Which the Project Has Established a Learning Which is Able to Present Career and Continuing Education Clearly, Concisely, Completely and Affirmatively.

Products Data. The project involved career education for kindergarten through adult levels. The effectiveness of the system at levels K-12 is described in the discussion for the previous objectives. In summary, the third party evaluation team has concluded that the project has developed an effective learning system for grades K-12. However, additional work needs to be done at grade levels 10, 11 and 12. The learning system developed for adult education is also judged to be valid. It will be discussed in more detail in the following paragraphs.

The second interim report for this project year presented a detailed analysis of the adult education survey. This survey was completed by a sample of students enrolled in adult evening courses. The reader should refer to the interim report which was reproduced in the third quarter report of the project for a detailed analysis of these data. A summary of the conclusions will be given in this report.

Response to the adult evening courses was very positive during all three

years of the project. A large majority of the persons, more than 95 percent, responded that the courses in which they were enrolled were good courses. A like percentage indicated that the course should be continued.

Each year the survey revealed that approximately one-half of the persons responding were new students. In other words, they had not been enrolled in an adult evening course during the prior year. These courses enrolled persons who were young, middle-aged and elderly. Ages ranged from 18 to over 65. During the last year of the project, the imposition of tuition had a negative impact on enrollments. It should be noted that the district was not responsible for levying the tuition fees. This was a requirement established by the state legislature.

The project's contacts with the staff members responsible for developing the evening programs, with a sample of teachers, and feedback from a number of students indicated that the adult evening program was a very effective delivery system for career and continuing education. The third party evaluation team recommends a detailed study of the impacts of tuition and the development of ways to reduce the negative impacts.

Relational Data. The delivery system was sustained by a variety of activities designed and delivered by the project staff. Project staff members were active in providing in-service education for teachers in elementary and secondary schools throughout the district. In addition, they served as resource persons for other school systems throughout the state. The project also provided career education media and the hardware needed to utilize the software in the school districts. A career mobile was partially funded through project funds. Workshops for teachers were developed and offered with the cooperation of the UW System. In selected schools, a team of project staff members presented a series of sessions to develop the competencies

needed to provide a career corps. The third party evaluators had an opportunity to observe one of these sessions. It was well planned and effective.

The impacts of these activities and services are evident in the data presented in relation to the evaluation of the previous objectives. The services had assisted teachers in the experimental schools to enhance their career education activities.

It is the judgment of the third party evaluators that the WWTI career education project has designed a learning system based upon their model of career education which is sound. This judgment is based upon evidence collected during the three years of the project, feedback from teachers involved in various in-service sessions, and utilization made of the software and hardware provided by the project. Information collected from various sources indicated that the project staff was serving a wide variety of persons throughout the district. This information also indicated that the materials and equipment purchased by the project were functional. Few problems were encountered in using the materials.

The services and efforts of the project staff have had a positive impact on career education in the district. They have provided a useful and valuable service to teachers throughout the district. It is recommended that these services be maintained to the degree possible after the project has been completed. Also, further efforts should be expended in developing a more comprehensive in-service program for the part-time teachers who work in the adult evening program.

8. To Determine If District Residents Are Aware of the Constant and Continuing Technological, Societal, and Demographic Changes Which Effect People's Educational Needs and Desires.

Products Data. The adult evening student survey conducted during the 1975-76 evaluation contained a question, "To what extent are economic conditions and technical changes eliminating or changing jobs in this part of Wisconsin?" Of the adult evening students responding, 2.25 percent checked "Not at all." The most frequent response was "Some changes have been made" which was made by 29.8 percent of the respondents. Approximately 18 percent of the respondents concluded that "Many changes have been made." The response "Several changes have been made" was selected by 17.2 percent of the respondents. Slightly more than 10 percent (10.7) said that few changes had been made.

A majority of the respondents indicated that some changes, several changes, or many changes have been made as a result of economic and technological changes. This would seem to confirm the respondents' need for additional vocational training recorded in another section of the survey form. Slightly more than 30 percent were interested in enrolling in vocational courses to prepare for another job and more than 80 percent felt that there was a real need for vocational education for adults in Western Wisconsin. In addition, a number of students indicated an interest and a need for career counseling.

Interviews with project staff members, teachers at the elementary and secondary levels, and vocational educators in the district indicated an awareness of the impacts of technological change in the district. It was also evident from these interviews that attempts were being made to convey this information to students enrolled in the classes taught by these people.

It is the judgment of the third party evaluators that residents of the district are aware of continuing technological, societal and demographic changes. It would appear that this awareness will sustain a continuing need for adult and career education in the district.

9. To Determine If the Services and Resources in the Career and Continuing Education Resource Centers Were Expanded.

Products Data. During the 1975-76 project year the third party evaluation team visited the LaCrosse and Sparta Centers. In addition, evaluation team members met with project staff members on several occasions. During the last year of the project, staffing of the Centers remained basically the same as for the prior project years. However, the project staff members were able to become involved in more activities since they were continuing with procedures and programs which have already been established.

During the third year of the project, a number of career education resource materials were added to the Centers and to the project office. Films were distributed from the project office rather than being housed in the Centers. Staff members from the outlying Centers often served as couriers in distributing films and other needed materials. The third party evaluation team reviewed a sample of the new materials procured during the 1975-76 project year. Films were reviewed, simulations were tried out and hard copy materials were perused. It was the conclusion of the third party evaluators that valid materials were procured. A wide variety of materials were purchased thus providing resources for a variety of grade levels and needs. Feedback from teachers indicated that these materials were very useful. In most instances teachers did not have an access to them through their school media center or CESA agency. Thus, without the assistance of the project these resources would not have been available. Several teachers noted the

the importance of adding new materials periodically to the list. Many of these materials tended to become dated quickly. Without review and updating the resource could become useless.

Visits to the Career and Continuing Education Resource Centers revealed the development of new brochures to advertise programs and services available and the development of an attractive new brochure entitled "Career Country" which describes the career programs and services available at Western Wisconsin Technical Institute.

Relational Data. Data collected during interviews with the project staff and with teachers and counselors in the schools served by the project indicated that there was frequent personal contacts between the project staff and participating school staff members. During visits to schools in the district and conversations with staff members from these schools it was apparent that a good channel of communication existed between the elementary and secondary schools in the project.

It is the conclusion of the third party evaluators that the services and resources in the Career and Continuing Education Centers were expanded during the 1975-76 year. The equipment and materials provided by the project were ones which would not be available to many of the teachers in the participating schools. Since these materials and equipment were shared between schools, there was better utilization and a lower cost per student for the delivery of career education as a result of the project.

10. To Ascertain If Comprehensive Career Education is Readily Accessible To All Residents of the District Through Utilization of a Career Mobile and Career Centers.

Products Data. During the second year of the project new guidelines

issued by the U.S. Office of Education required the project to focus on selected elementary and secondary schools in the district. Thus, the services of the project were restricted to some degree. Based on the third party evaluator's interviews with project staff and information from school staff members throughout the district, it appeared that the resources and services of the project were available to a lesser extent to the control and other elementary and secondary schools in the district. In other words, the staff did not turn down people who sought assistance if time and resources were available. However, the most directed and organized assistance was provided to the experimental schools. In addition, all schools in the district had access to the Career and Continuing Education Centers and the Career Mobile. All adult education programs had access to the full services of the project.

The services of the Career Mobile were positively evaluated by the teachers and administrators interviewed during both the second and third years of the project. The fact that the project had to revise the visitation schedule for the Career Mobile reflected a very positive evaluation of its services. During the third year of the project the Career Mobile visitation schedule was revised to provide more time at each school site. As a result, the Career Mobile will visit a school one during each two school years. Evaluation forms completed by staff members utilizing the career mobile indicated that they wished to have the service continued and that the Career Mobile provided a valuable resource for their schools. Most of the respondents felt that the two-year cycle would be adequate. The only ones disagreeing with this felt that they would like to have the Career Mobile visit each year.

The career mobile and career center questionnaire also provided some

information on the use of the Career Centers. It appeared from the feedback that some teachers were not aware of the Career and Continuing Education Centers' services. All guidance counselors indicated that they were aware of the services and resources available at the Centers and many indicated that they were using them. However, many teachers indicated that they were not using the services and materials and several responded that they did not know what they were. It would appear that more information should be disseminated to staff members in elementary and secondary schools throughout the district concerning the resources and services available at these Centers.

The adult evening survey reported in interim report No. 2 (February, 1976) indicated that people of all ages and from all geographic regions in the district were attending adult evening courses offered by the WWTI district. This response pattern was consistent with the information collected during the first two years of the project. The survey data also indicated that more women than men enrolled in these programs. Thus, there would not appear to be sex bias operating in the planning of the offerings for the adult evening porgram.

Relational Data. Based on the third party evaluators' data collected through surveys, interviews with project staff members, and interviews with teachers it was apparent that significant efforts were being made to provide access to adult evening courses and career education programs throughout the WWTI district. Project staff members devoted many evenings and extra time to meeting with interested groups of teachers to discuss career education objectives and programs. It was apparent from the third party's on-site evaluation that more resources from the project budget were directed toward elementary, secondary and adult evening programs. Only a minor portion of the resources had impact on years 13 and 14 offered at WWTI. Some of this difference reflects the

degree of need for various services. However, the third party evaluators concluded that the diploma and associate degree programs at WWTI would have profited from more attention.

Parochial school students received less services than those in public schools. Some services were provided. However, it did not appear to be a planned part of the project.

It was the conclusion of the third party evaluators that the project did make a comprehensive program of career education accessible to all residents of the district. The Career Mobile and Career Centers provided effective vehicles for delivering these services. More attention could be given to the diploma and associate degree programs at WWTI and the parochial school programs in the district.

11. To Determine if Full-Time and Part-Time Educators Are Aware of and Understand Career Education and the Resources in the Western Wisconsin Technical Institute.

Products Data. During 1974 the project conducted an in-service session for part-time instructors. The response to that in-service session was very positive (See third party evaluators' report for the 1974-75 project year). No doubt the impacts of this in-service carried over to the third year of the project. The third party evaluators are not aware of the similar in-service program during the 1975-76 year. In most studies of adult educators especially those who are teaching on a part-time basis, the need for in-service is identified. This would be especially true in the career education area.

Responses of students in the adult evening courses to the quality of instruction was very high. More than 90 percent felt that the courses were well taught. Thus, the quality of instruction received a high rating.

The adult evening students' awareness of the career education project and career education services provided are presented in Table 16. This

TABLE 16

Adult Evening Students' Awareness of the
WWTI Career Education Project

Activity/Service	1973-74 Median	1973-74 IQR	1974-75 Median	1974-75 IQR	1975-76 Median	1975-76 IQR
Regarding career and continuing education programs provided by WWTI.						
For students in grades K-12?	2.61*	2.00	1.42	2.14	1.29	1.60
For students in western WI?	2.86	1.66	3.46	1.54	3.26	2.05
How many times have you heard or received information indicating the possibility of coordinating high school and technical institute programs?	1.69	1.78	1.52	1.67	1.42	1.51
How many times have you heard or recieved information related to the career and continuing education resource centers in western Wisconsin?	2.37	1.95	2.40	2.11	2.13	2.30
How many times have you heard or received information related to the activities of these centers?	2.29	1.89	2.03	2.04	1.90	2.00
How many times have you heard or received information related to career counseling for adults?	1.48	1.47	1.64	1.73	1.37	1.58
How many times have you heard or received information related to career counseling for students?	1.87	1.96	1.89	2.13	1.51	1.78

*Key

1 = Never, 2 = Once, 3 = 2-3, 4 = 4 or more

table presents the reactions of students in the survey during the three years of the project. Some possible effects of the lack of in-service on the career education project during the last year can be noted in the median ratings reported for various items in this table. For example, the respondents' awareness of WWTI's career and continuing education programs increased during the 1974-75 year but decreased slightly during the 1975-76 year. The median rating given the amount of information received on the career and continuing education resource centers had the same pattern. In other words, the amount of information reported decreased during the third year. In addition, the amount of information students reporting having received on career counseling for adults decreased during the third year. These response patterns would indicate that not as much information was being presented.

It was the third party evaluators' judgment that full-time educators in the district had an adequate awareness of the resources available. Improvement was needed at the part-time level.

Project Staff and Project Management

During the past three years of this project, the third party evaluators have had a number of opportunities to meet with project staff members. The place and content of these meetings has varied widely. Visitations have been conducted at the Career and Continuing Education Centers. The third party evaluators have accompanied the project staff on school visitations, and the third party evaluators have met with the project staff at their staff meetings. In addition, feedback has been received from a number of elementary and secondary staff members as well as WWTI staff members concerning the project staff members' activities.

Based on these contacts and the feedback noted, it is the conclusion of

the third party evaluators that the project staff worked very well together as a team. Each member had specific interests and strengths. The project director, Robert Pendleton, was able to effectively blend these interests and strengths into an effective team. His management and leadership experience was evident in the direction he supplied for the project activities and the project staff.

The project staff had excellent working relationships with school staff members in the area. They were friendly and out-going persons who had the ability to meet and work with educators throughout the district.

There was a good esprit de corps on the project staff. Problems, barriers and failures were met with disappointment but they were soon able to bounce back and initiate new activities to overcome their misfortunes.

It was the conclusion of the third party evaluators that the Western Wisconsin Technical Institute Career Education Project was effectively and efficiently managed.

Summary

The summary of the evaluation results and judgments are presented in Table 17. The third party evaluators' judgments are recorded according to project objectives. Project objectives are listed in the column at the left. The center column provides a page number reference for each of the objectives. The right hand set of columns presents the third party evaluators' judgment of the degree to which each of the objectives was accomplished. The judgment levels range from "None" which indicates no impact or accomplishment to "Completely" which would reflect total attainment of the objectives on the scope of the project.

TABLE 17

Summary of Evaluation Results

Objectives	Judgment					
	Page	None	Slight	Some	Considerable	Completely
1. Self-Awareness				X@	O@	
2. Awareness and Knowledge of Work						
Grade 3				OX		
Grade 6				X	O	
Grade 9				X	O	
Grade 12			OX			
3. Competency in Career Decision-Making						
Grade 9				OX		
Grade 12		X		O*		* (Career Corps)
Grade 13 & 14			XO			
4. Placement				OX		
5. Expand Job Preparation Opportunities					OX	
6. Financial Expenditures	Okay, however, more could have been expended at levels 13 & 14				X	O
7. Establishment of a Learning System					X	O
8. Residents' Awareness of Change					XO	
9. Expansion of Services and Resources						OX
10. Accessibility of Career Education					X	O
11. Part-time Educators' Awareness and Understanding of Career Education				OX		
12. Project management						XO

* The rating for 12th grade is a general rating: The Career Corps is evaluated as completely meeting the objectives.

@ X = 74/75
O = 75/76

Results of the 1974-75 and 1975-76 evaluations are recorded in Table 17. Judgments made in the 1974-75 evaluation are recorded with X's and the 1975-76 decisions are identified by O's.

It was the judgment of the third party evaluators that the Project partially achieved their objectives in the areas of self-awareness, awareness and knowledge of work, and competency in career decision-making. Progress was noted in these three objective areas during the third year.

Placement activities remained at about the same level as in the second year. It was concluded that the project had met a part of this objective. More work is needed on joint placement activities with the Job Service and the development of high school placement services. The objective related to the expansion of job preparation opportunities was met to a considerable degree.

It was the judgment of the third party evaluators that the financial expenditures were appropriately handled. WWTI had made a significant matching contribution and has made plans to continue much of the career education delivery system. Project management was also evaluated as being effective.

The project was rated as having achieved objectives in the areas of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district.

An impact was made on part-time educators' awareness and understanding of career education, but more work needs to be done in this area. Residents in the district have an awareness of the impacts of technological change. They need more information on programs and opportunities which will help them to meet these challenges.

In review, the third party evaluators concluded that the project had a number of significant impacts during the three years it was funded by

U.S.O.E. Progress toward accomplishment of the project's objectives continued throughout the three years. The foundation has been laid for a comprehensive career education delivery system.

The project was beneficial to the District, State and U.S.O.E. Region V. The U.S.O.E. funds were used efficiently and effectively.

APPENDIX A

Work Statement

WORK STATEMENT FOR INCLUSION IN SUBCONTRACTS FOR THIRD-PARTY EVALUATION OF PROJECT SUPPORTED UNDER SECTION 142 (c) OF PART D OF PUBLIC LAW 90-576

Background: The Western Wisconsin Technical Institute has been awarded a grant from the U.S. Office of Education to conduct an Exemplary Project in Vocational Education. The grant, although initially planned as a three-year project, is renegotiated annually; and its continuation depends on the availability of funds under Section 142(c) of Part D, Vocational Education Amendments of 1968, P.L. 90-576, and on the extent to which the grantee or agency or institution is experiencing success in achieving the objectives of the project. The Rules and Regulations establishing the legal requirements under which the project will be operated read:

> "Each program or project proposal shall include an evaluation plan to be carried out by a third party for the purpose of evaluating the effectiveness of the program or project. Such a plan shall describe the steps by which the grantee will
>
> (1) Determine the extent to which the objectives of the program or project have been accomplished;
>
> (2) Determine what factors either enabled or precluded the accomplishment of these objectives; and
>
> (3) Promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant."
>
> (Section 103.24(d), F.R. Vol. 39, No. 159)

Accordingly, this request is for the purpose of securing and subcontracting with a third party agency or institution for the evaluation

of the "Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" project in La Crosse, Wisconsin. The "Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" project is entering its third year of project operation. During this year, it will involve the participation of approximately 900 students in Grades K-3; 900 students in Grades 4-6; 100 students in Grades 7-9; and 100 students in Grades 10-14.

Attached is an overview of the project which has been prepared in accordance with the requirements outlines in Chapter III of the document, Draft Guidelines for the Evaluation of Career Education Programs.

Scope of Work: The offeror shall provide the personnel, materials (including tests), data analysis services, and other necessary supporting services to evaluate the effectiveness of the Part D project in specific school districts within the Western Wisconsin Vocation, Technical and Adult Education District with headquarters in La Crosse, Wisconsin. In accomplishing this, the work during the current year shall include but not be limited to measures of the following:

(1) The extent to which students who have participated in the project demonstrate an increase in self-awareness in Grade levels 3, 6, and 9;

(2) The extent to which students who have participated in the project demonstrate an increased awareness of and knowledge about work at Grade levels 3, 6, 9, and 12.

(3) The extent to which students who have participated in the project demonstrate increased competency in career decision-making skills at Grade levels 9 and 12;

(4) The extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice, at all grade levels by school year.

(5) The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people in Grades 10 through 14; and

(6) The financial resources from Section 142(c) of Part D of P.L. 90-576, that were expended at each of the Grade level breakouts: K-3, 4-6, 7-9, 10-12, and 13-14 for the current school year.

In addition to the above stated measures of project effectiveness, the Western Wisconsin Technical Institute wishes to have the offeror measure the extent to which the following additional objectives have been achieved:

(1) To build a learning system which is able to present career and continuing education clearly, concisely, completely and affirmatively.

(2) To make District residents aware of the constant and continuing technological, societal and demographic changes which affect people's educational needs and desires.

(3) To expand the services from and resources in the career and continuing education resource centers.

(4) To make comprehensive career education readily accessible to all residents of the District by utilizing the Careeer Mobile and career centers fully.

(5) To make all full-time and part-time educators aware of and understand career education and the resources of Western Wisconsin Technical Institute.

In preparing a bid for this evaluation, the offeror must adhere to the following aspects of the enclosed document, "Draft Guidelines for the Evaluation of Career Education Programs" in their entirety:

(1) Chapter II, Plan for Evaluating Career Education, including the preparation and delivery of the Evaluation Worksheet, page 20;

(2) Chapter IV, Completion of Outcome Question/Treatment Group Matrix (Table 4H), including pages 40-46, and the preparation and delivery of the Treatment Group--Outcome Area Table (4F), pages 37-49;

(3) Chapter V, Formulating the Evaluation Questions and Specifying the Evaluation Design;

(4) Chapter VI, Measuring Outcome Variables: Specifying Data Sources and Instruments. Where they exist, the offeror shall select from and use validated instruments of the quality of those shown in Table VI-A, pages 64 through 66. Where the offeror proposes to deviate from this requirement, a case must be made that the grantee organization wishes to measure outcomes in addition to the minimum requirements for this year, pages 2 and 3 for which validated instruments are not available;

(5) Where the objective to be measured is not a student outcome as in Objective No. 5, page 3 of this work statement, and in providing descriptive data regarding student treatments, the offeror shall adhere to the principles outlined in Chapter VII, Measuring Program Treatments;

(6) Chapter VIII, Sampling Plan;

(7) Chapter IX, Data Analysis Plan;

(8) Chapter X, Data Collection Plan, including the preparation and delivery of the Data Collection Planning Chart, the Training Needs Assessment Chart, and the Personnel Planning Form on pages 120 through 122;

(9) Chapter IX, Finalize the Design and Prepare a Reporting Plan. In addition to the content outlines in Chapter IX, the annual/final evaluation report shall include, as an appendix, all other deliverable charts and matrices as listed under deliverable items, page 6; and

(10) Chapter XII, Implementing the Evaluation.

Deliverable Items: The offeror shall make a firm commitment to the delivery of the items listed on the following page by the last day of the time indicated.

ITEM	NUMBER OF COPIES	TIME AT WHICH REQUIRED	RESPONSIBLE PARTY
1. Treatment Group--Outcome Area Table	3	September	Evaluator
2. Outcome Question/Treatment Group Matrix	3	September	Evaluator
3. A complete evaluation plan, including specification of evaluation design, data analysis plan, data collection			

	plan, outline of proposed evaluation report, and a PERT, GANTT, or other chart of critical dates for the process.	4	September	Evaluator
4.	Interim Reports Outlining time lines with which charted activities are being achieved.	3	December 1 March 15	Evaluator
5.	Annual/Final Evaluation Report.	15	June 11, 1975	Evaluator

Technical Dissertation and Evaluation Criteria: The offeror wishing to be considered as the third-party evaluator of this project shall submit a legally binding proposal which includes:

(1) Assurance that the contract will comply with the above specification of work to be accomplished.

(2) A time line against which it is assured that the work can be accomplished.

(3) A statement of qualification and experience of the institution, the chief investigator, the full and part-time professional staff, and consultants.

(4) The roles of the chief investigator and full and/or part-time staff as these relate to the steps in the evaluation process, including a person-loading table against the steps outlined in Chapter II.

(5) A budget to reflect the financial resources, including staff time, deemed necessary against the following evaluation activities.

(a) Preparation of tables required in Chapter IV, completion of the Outcome Question/Treatment Group Matrix

(b) Specification of the evaluation design.

(c) Purchase of instruments and/or staff time for development of instruments or reporting forms where these do not already exist

(d) Data collection

(e) Data analysis

(f) Preparation and delivery of annual/final evaluation report

(g) Other activities deemed necessary by the offeror

Criteria for Selection of Third-Party Evaluator: All proposals will be evaluated in accordance with the following factors:

(1) Extent to which the proposal reflects an understanding of the work to be performed, its purpose, objectives, and tasks.

(2) Extent to which the chief investigator and staff demonstrates competence to perform the tasks outlined in accordance with the specified time schedule required.

(3) The reasonableness of cost in relation to the product outcomes that are anticipated.

OVERVIEW

I. Origin of the Project Entitled "Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area"

Interest in career education was first stimulated at Western Wisconsin Technical Institute (WWTI) when Marland introduced his idea to the public. At that time through admissions counseling records at Western Wisconsin Technical Institute, it was known that many of the young people who came to the institution from the District lacked any real concept of technical employment opportunities which limited their ability to plan for their future and select an appropriate educational program to meet their needs. In 1970 WWTI executed "Project Focus" which was sponsored by the Kellogg Foundation and the American Association of Community and Junior Colleges. This research survey proved that there was a lack of congruity between students' occupational choice and their vocational planning. In the spring of 1971, WWTI and the Cooperative Education Service Agency No. 11 (CESA 11) jointly sponsored the annual in-service program. The teachers, K through 12, came into La Crosse for a day of in-service relative to the topic, "Career Oriented Programs" which gave them a first-hand look at occupational and career education. This in-service program was the beginning of a continuing study of career education needs in Western Wisconsin.

As a direct result of these initial efforts, several major projects have been undertaken by Western Wisconsin Technical Institute. The first of these was the development of several mobile occupational educational units. These units were designed to provide exploratory

experiences and job entry skill training for disadvantaged youth and adults in subject areas not offered by the area high schools.

The second major project was the development of a career guidance information trailer which would travel throughout the district with up-to-date career information for both in-school youth and out-of-school youth and adults. These projects were most effective; and they helped to make the concept of career education even more appealing, because it made the real world of work a part of education; it inter-related the technical, vocational and academic worlds; it melded the life-style in society to the educational pattern.

At the same time, studies of working adults produced evidence that far too often people either did not have the aptitude for their jobs or disliked them intensely. As more and more data was developed, the need for career education in this Western Wisconsin District became apparent: students were not being educated to enter the real world relative to their aptitudes, needs and desires; people were in the wrong occupation for the life-style they desired; though many human and material resources were available, they were not known nor available to the public; there was no delivery system for all of the citizens. Learning of a grant possibility and enthused by the potential of career education to help the underprivileged and all other people, Mr. Richardson, the Director of WWTI, and the school board decided to seek funds to implement a career education effort in this District of all or part of ten counties.

From September through November 1972, a career education plan for this vocational, technical and adult education district was formulated, and a proposal seeking federal funds was prepared. In June 1973, this

District received a first-year grant of $117,125 to implement the proposal under Part D of the Vocational Education Act, as amended for the fiscal year 1973-1974. In June of 1974 the second-year grant of $79,967 was awarded, and in June of 1975 Western Wisconsin Technical Institute received the third-year grant of $79,918. In addition to the federal funds, the District committed from its own funds, $78,612 the first year, $141,061 the second year and has budgeted to spend $158,220 the third year. Prior to the beginning of the project, an administrator of community services, to act as project director, and two additional community service persons were employed. The program was initiated during July of 1973. The first two years of the project were considered to be highly successful.

The initial goals and objectives of the effort, as stated in the proposal, are as follows:

Objective 1

To provide a program of comprehensive career education which is readily accessible to all residents of the District by establishing, in strategic locations throughout the District five career resource centers from which project objectives can be executed.

Objective 2

To establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District by renting a facility, obtaining equipment, assigning a professional educator/ counselor and one full-time secretary for each center and beginning a public information program to inform citizens of the area.

Objective 3

To develop, within each of the career centers, a career resource library which will contain appropriate hardware to implement the

multimedia materials, hardbound materials and software similar to that in the career mobile and especially applicable to the lower grades.

Objective 4

To provide for citizens planning and evaluation advisory committees consisting of industry, labor, educators, and citizens at large will be formed at each center; they will be responsible for adivsing on matters of program, site location, and ongoing evaluation.

Objective 5

To provide teacher in-service training to orient the educators in the school systems served by each center. WWTI career education specialists will conduct additional in-service training.

Objective 6

To improve the coordination, planning and supervision of adult continuing education programs in the District, the career center coordinating chairman will act as the local contact point for the evening school supervisors, develop a common catalog of adult education opportunities, will conduct an area wide educational need assessment program and will work with the career center advisory committee in preparing a comprehensive plan of adult education for the area.

Objective 7

To provide career and occupational extension training opportunities in the area of police training, fire service training, management training, and other occupational extension training to the citizens of the District.

Objective 8

To improve the outreach services of manpower related agencies as a component of career education and make the career center and

resource library available to various manpower agencies for scheduling of outreach services on a regular basis.

Objective 9

To provide meaningful exploratory and developmental career education experiences to junior high students through the use of the career center libraries and other materials that will be developed and screened during the first few months of the project. Assistance will be to the school district to improve and expand the exploratory program for junior high school students. Mobile occupational trailers will be utilized when available.

Objective 10

To improve articulation between and expand opportunities in high school and post-high school occupational education programs; conferences between representatives of the post-high school occupational education and the secondary school staff will be conducted on a regular basis and, if desired, technical assistance will be provided to the high school vocational coordinators in the development of new programs and the improvement of existing curricula.

Objective 11

a. To provide increased career counseling of youth and adults; a presently hired WWTI career counselor will visit each center to coordinate counseling within the geographic region of each center as necessary. Counselors from the local areas will be hired on a part-time basis to provide counseling as needed in the evenings. The career resource library in each center will be made available to the staff of the area schools. Local publicity will be generated to inform adults of the opportunities for career counseling within each center.

b. To provide career placement of youth and adults in the District by utilizing the placement office of WWTI who will work through the coordinating chairmen and the counseling staff within school districts to develop a placement program aimed at insuring 100% placement of all students.

Summary:

1. To satisfy the first four objectives, five strategically located resource centers have been established and are fully operational. Each has a constantly improving and enlarging library, required personnel, publicity program and a strong advisory committee established. Utilization of the centers by District citizenry is gradually increasing.

2. Objective 5, in-service career education training has been conducted where school district administrators desired it and when staff personnel had the time to present programs. Using a model developed during the first year and improved during the second and the curriculum development matrix, a rationale for career education, its goals and a planning-writing system, staff personnel were able to make more presentations. The presentations were considered highly successful.

3. The Coordinating Chairmen emphasized Objectives 6 and 7 during the second year with excellent results. Enrollments increased in spite of increased costs to the students. Much higher costs will be a problem in 1975-1976 as a result of the Governor's budget which demands 25% of gross cost be charged as tuition for all evening courses.

4. On Objective 8 a milestone was crossed as several agencies began working with WWTI; for example, Job Services established a program in two of the resource centers. The centers' availability paid off; however, there is still more to be accomplished.

5. On Objective 9, center libraries made equipment and software available to all district schools not just junior high as required in the original project. Curriculum development help was offered as well. More emphasis must be placed at the junior high level.

6. To satisfy objective 10, quarterly conferences were held between secondary school and post-secondary school personnel to develop a ladder of competencies. Headway was made, but not to our satisfaction.

7. Objective 11 was broken into two parts: each Coordinating Chairman counseled center visitors when requested and offered counseling assistance to all schools. The WWTI placement officer and the Coordinating Chairmen assisted most of the 28 high schools in the District in setting up a placement program. During the second year of the project, Arcadia High School was established as a pilot school to develop a placement organization. This was accomplished and successful results ensued.

II. Goals and Objectives for 1974-1975

Based on two quite successful years relative to the goals and objectives stated in the original project, the third year program must continue to meet the requirements demanded in the "Draft Guidelines for the Evaluation of Career Education Programs" which were prepared by Development Associates, Inc. and accepted by the U.S. Office of Education, Department of Health, Education and Welfare. The goals and objectives as stated in the second year proposal are continued as follows:

Goal: To assist administrators and teachers in specific grades of specific schools. To help students meet the following specified objectives.

1. Students will demonstrate increased self-awareness by being able to describe their own current abilities, limitations, interests and values; they will develop identifications with workers.

2. Students will demonstrate increased awareness of and knowledge about the major duties and required abilities of different types of work in areas that meet his/her abilities and desires; they will know the differences in work conditions and life-styles associated with those areas; they will appreciate the social and economic value of work.

3. Students will be able to relate their own abilities and limitations, their personal interests and values to types of work and their associated life-styles, and to the possibility for success in a certain career cluster and social environment.

4. Students will be able to identify, locate and utilize sources of information to solve decision-making problems.

5. Students who are leaving the formal education system will be successful in being placed in jobs or in further education consistent with their current career education.

6. Tenth through twelfth grade students will have more opportunities and ways to prepare for different types of jobs.

7. During 1975-1976 six school districts are designated experimental in total or in part: Arcadia, Bangor, Hillsboro, La Crosse, New Lisbon and Royall. Students at the elementary level in three school districts will be involved: four schools in the La Crosse, three in the Royall and two in the Hillsboro Districts; students at the junior high level will be involved at Bangor, Royall, Hillsboro and La Crosse Longfellow; and senior high students will be involved at Bangor, Hillsboro and Royall.

A placement office is established at Arcadia Senior High School and we intend to set up one or two others (to be designated later). A career counseling corps will be continued at New Lisbon and established at Bangor Senior High Schools. Other schools have requested this activity, but time to set the program in motion is a problem.

During the year the project staff will provide technical assistance and training to the teachers, counselors, and administrators of the schools participating in the intensified career education program. In addition, the other 29 private schools and the 138 other public schools will continue to receive career education information and/or training as requested for their teachers, an opportunity to utilize the center libraries, and career counseling. In the course of the year, the five coordinating chairmen and the project director (who are all paid, basically by WWTI funds) will have a significant impact on the following:

1. WWTI staff as the opportunity arises

2. Elementary, middle and senior high school teachers and counselors of the schools which are participating in the intense portion of the project.

3. Elementary, middle, senior high school and adult teachers and counselors of all schools in the Western Wisconsin Vocational, Technical and Adult Education District.

4. Students: twenty-five students in each third and sixth grade at Elroy, Hillsboro, Hintgen, Kendall, Roosevelt, State Road, Summit, Valley and Wilton elementary schools; fifty (50) students in each ninth grade at Bangor, Elroy, Hillsboro and Longfellow; forty (40) students in each twelfth grade at Bangor, Elroy and Hillsboro; all students which can be assisted by the staff and the resource centers in the other 167 schools.

The continued commitment to career education of the superintendents of schools, the school boards and the communities at large is required if the impact on students and staff is to be stable. The fiscal resources of the ten county district which will be expended explicit to achieve this impact is summarized below by major expenditure and source category:

Expenditure Category	Federal	Local
A Personnel	$48,338.25	$109,062.75
Media Development	2,048.00	1,500.00
B Fringe Benefits	7,854.00	28,158.00
C Travel		10,000.00
D Supplies and Material	2,000.00	500.00
Software	3,000.00	1,000.00
E Communications		3,500.00
F (1) Duplicating, Data Gathering		3,500.00
(2) Third Party	4,000.00	
G Annual Report	497.35	
H Equipment	1,040.00	
I (1) Rent and Custodial Care	11,790.40	
(2) Utilities and Repair	950.00	
(3) Contracts	400.00	
(4) Public Information		1,000.00
* TOTAL	$81,918.00	$158.220.75

* Does not include total amount of carry-over, only $2,000 (the amount approved by the grants officer to date. When accurate carry-over is finalized, a revised budget will be submitted.)

BEST COPY AVAILABLE

APPENDIX B

Third Grade Instrument

Student perception of self relating to	TEST ITEM Self Awareness: items relating to people, data and things Key 1 - yes 2 - undecided 3 - no	How well student perception of skill	How much interest student perception of how much they like the activity	Items showing male sex bias	Items showing female sex bias
People	1. Are you good at helping a friend?	1		1	
	2. In working and playing, are you good at co-operating with others?	2		2	
	3. Are you good at making others laugh?	3			
	4. Are you good at stopping a fight or argument and helping the people "make-up?"	4			
	5. Can you be a good puppet in a puppet show?	5			
	6. Do you like to teach others how to play a game?		6		
	7. Do you like to play with a group?		7		
	8. Do you like to talk on the phone?		8		8
	9. Do you feel good when you help with the shopping?		9		9
	10. Do you like to ride by yourself?		10		
Data	11. Are you good at deciding things for yourself?	11			
	12. Can you measure things well?	12			
	13. Can you write good letters or notes to your friends?	13			13
	14. Can you draw well?	14			
	15. Are you good at dividing things?	15			
	16. Do you like to read the funny paper?		16		
	17. Do you like to count money? Can you count money well?		17		
	18. Do you feel good when you do all your math paper?		18		
	19. When you see a plate of cookies can you pick the biggest one?	19		19	
	20. Do you like to add all your money to see how much you have?	20			
Things	21. Are you good at hammering nails into boards?	21		21	
	22. Can you fix things that are broken?	22		22	
	23. Can you ride a bike well?	23			
	24. Are you good at cutting with scissors?	24			
	25. Can you fold paper well?	25			
	26. Do you like to use things that have wind-up or electric motors?		26	26	
	27. Do you like to put things together?		27	27	
	28. Do you like to put things together that have many small parts?		28		28
	29. Can you dial a phone to get the right number?	29			
	30. Do you like to wash dishes?		30		30

CONTENT VALIDITY CHECK

Answer Key: 1 = Yes
2 = ? Undecided
3 = No

#1 - 10 are people questions
#11 - 20 are data questions
#21 - 30 are things questions

Male bias questions:
1, 2, 19, 21, 22, 26, 27

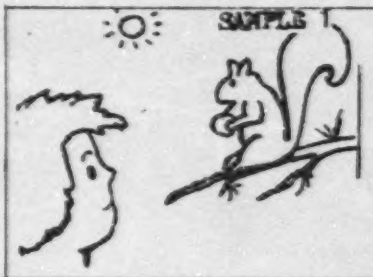
Female bias questions:
8, 9, 13, 28, 30

How well questions:
1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 19
21, 22, 23, 24, 25, 29

Do you like questions:
5, 6, 7, 8, 9, 10, 16, 17, 18, 20, 26
27, 28, 30

NAME _____
SCHOOL _____
BOY _____ GIRL _____
DIRECTIONS: COLOR IN THE
BOX FOR EITHER
YES ? NO

SAMPLE 1

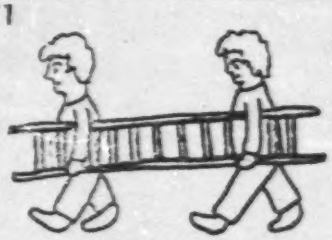


yes ■
? □
no □

SAMPLE 2

yes □
? □
no □

1



yes □
? □
no □

2

yes □
? □
no □

3

yes □
? □
no □

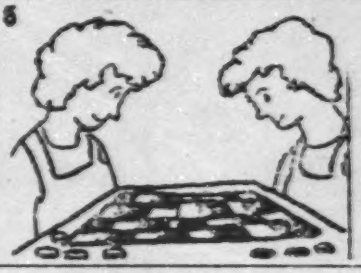
4

yes □
? □
no □

5

yes □
? □
no □

6



yes □
? □
no □

7

yes □
? □
no □

8

yes □
? □
no □

9

yes □
? □
no □

10

yes □
? □
no □

11

yes □
? □
no □

12

yes □
? □
no □

13

yes □
? □
no □

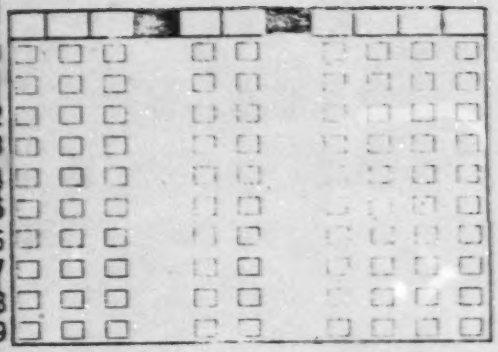
14

yes □
? □
no □

15

yes □
? □
no □

139



16

yes ☐
? ☐
no ☐

17

yes ☐
? ☐
no ☐

18

yes ☐
? ☐
no ☐

19

yes ☐
? ☐
no ☐

20

yes ☐
? ☐
no ☐

21

yes ☐
? ☐
no ☐

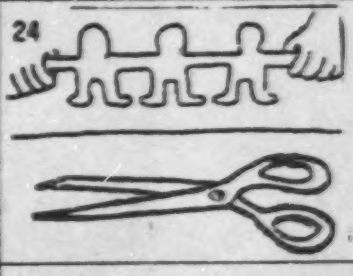
22

yes ☐
? ☐
no ☐

23

yes ☐
? ☐
no ☐

24



yes ☐
? ☐
no ☐

25

yes ☐
? ☐
no ☐

26

yes ☐
? ☐
no ☐

27

yes ☐
? ☐
no ☐

28

yes ☐
? ☐
no ☐

29

yes ☐
? ☐
no ☐

30

yes ☐
? ☐
no ☐

140

APPENDIX C

Adult Survey Form

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

N = 506

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title _____ No. _____

2. Should this course be continued? 500/98.8% Yes 1/.2% No
   5/1.0% Omits

3. Is it a good course? 505/99.8% Yes _____ No 1/.2% Omits
   Is it well taught? 475/93.9% Yes 5/1.0% No 26/5.1% Omits

4. What course would you be interested in taking in the future? 317/62.6%
   189/37.4% Omits

5. Can you suggest a new course you would like WWTI to offer? 151/29.8%
   355/70.2% Omits

6. Did you learn about this course from:

a.	123/24.3%	newspaper	e.	184/36.4%	a brochure
b.	14/2.8%	radio	f.	124/24.5%	a friend
c.	19/3.8%	instructor	g.	25/4.9%	another source
d.	13/2.6%	night school supervisor		4/.8%	Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a.	167/33.0%	Rural
b.	33/6.5%	Town: Less than 1,000
c.	83/16.4%	Town: 1,000 - 1,999
d.	110/21.7%	Town: 2,000 - 9,999
e.	108/21.3%	City: 10,000 or more
	5/1.0%	Omits

8. Sex:

a. 353/69.8% Female 150/29.6% Male 2/.4% Omits

9. Marital status:

a.	356/70.4%	Married	c.	3/.6%	Separated
b.	129/25.5%	Single	d.	15/3.0%	Divorced
				3/.6%	Omits

10. How many children do you have?

a.	180/35.6%	None	d.	55/10.9%	Four-Five
b.	66/13.0%	One	e.	32/6.3%	Six or more
c.	162/32.0%	Two-Three		11/2.2%	Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a.	96/19.0%	K - 3	e.	12/2.4%	Vocational-Technical School
b.	85/16.8%	4 - 6	f.	38/7.5%	College
c.	78/15.4%	7 - 9	g.	15/3.0%	Other
d.	73/14.4%	10 -12		491/97.0%	Omits

12. In which of the following age groups do you fall?

a.	26/5.1%	16 - 18	f.	83/16.4%	41 - 50
b.	18/3.6%	19 - 20	g.	56/11.1%	51 - 60
c.	45/8.9%	21 - 22	h.	21/4.1%	61 - 65
d.	140/27.7%	23 - 30	i.	17/3.4%	66 and over
e.	91/18.0%	31 - 40			

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a.	173/34.2%	Prepare for a job
b.	264/52.2%	Develop intellectual skills
c.	46/9.1%	Develop hobbies and leisure time skills
d.	77/15.2%	Attain self-satisfaction
e.	58/11.5%	Learn how to get along better with people
f.	23/4.5%	Other: _____
		Omits

14. What do you see as the main purpose of adult education?

a.	119/23.5%	Prepare for a job
b.	134/26.5%	Develop intellectual skills
c.	224/44.3%	Develop hobbies and leisure time skills
d.	181/35.8%	Attain self-satisfaction
e.	13/2.6%	Learn how to get along better with people
f.	16/3.2%	Other: _____
		Omits

15. What is your highest level of formal education?

a.	6/1.2%	Less than eighth grade
b.	17/3.4%	Eighth grade
c.	28/5.5%	Some high school
d.	187/37.0%	High school graduate
e.	46/9.1%	Vocational diploma or certificate
f.	16/3.2%	Associate degree (A.A. or A.S.)
g.	84/16.6%	Some college
h.	86/17.0%	Bachelor's Degree
i.	21/4.1%	Master's Degree
j.		Doctor's Degree
k.		Other: _____

15/3% OMITS

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

150/29.6% Yes 345/68.2% No 11/2.2% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by NWTI.		
b. For students in grades K - 12?	1.29	
c. For adults in western Wisconsin	3.26	

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.42	
19. Related to the career and continuing education resource centers in western Wisconsin?	2.13	
20. Related to:		
a. The activities of these centers?	1.90	
b. Career counseling for adults?	1.37	
c. Career counseling for students?	1.51	

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	28/5.3%	372/73.5%	106/21.0%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	20/4.0%	396/78.2%	90/17.8%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	39/7.7%	414/81.8%	53/10.5%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	259/51.2%	193/38.1%	53/10.5%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	263/52%	188/37.2%	53/10.5%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	30/5.9%	429/84.8%	46/9.1%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	48/9.5%	404/79.8%	52/10.3%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	47/9.3%	409/80.8%	50/9.9%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	222/43.9%	226/44.7%	58/11.5%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

30. To what extent are economic conditions and technological changes eliminating or changing jobs in this part of Wisconsin?

a.	12/2.4%	Not at all
b.	54/10.7%	Few changes have been made
c.	151/29.9%	Some changes have been made
d.	87/17.2%	Several changes have been made
e.	93/18.4%	Many changes have been made

BEST COPY AVAILABLE

APPENDIX D

Arcadia Placement Survey

	DROPOUTS		
nter _____ ate _____ onth _____ mpleted by _____	10	11	12
III. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED		
1. Group Counseling			
2. Individual Counseling			
3. Wisconsin Job Center (WJC)			
4. Local Job Openings (Full-time)			
5. Local Job Openings (Part-time)			
6. Jobs - Part-time School - Part-time			
7. GED - High School Equivalency (working on)			
8. Vocational-Technical School			
9. Further Education			
10. Other (explain)			

	IN SCHOOL			
Center _____ Date _____ Month _____ Completed by _____	9th	10th	11th	12th
VIII. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED.			
1. Group counseling				
2. Individual counseling				
3. Wisconsin Job Center (WJC)				
4. Local Job Openings (Full-Time)				
5. Local Job Openings (Part-Time)				
6. Jobs - Part-Time School part-time				
7. GED - High School Equivalency (working on)				
8. Vocational-Technical School				
9. Further Education				
10. Other (Explain)				

	GROUPS				
Center _____ Date _____ Month _____ Completed by _____	High School Graduate	WWTI	Adults	Post VTAE	Post College
VIII. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED.				
1. Group Counseling					
2. Individual Counseling					
3. Wisconsin Job Center (WJC)					
4. Local Job Openings (Full-Time)					
5. Local Job Openings (Part-Time)					
6. Jobs - Part-Time School part-time					
7. GED - High School Equivalency (working on)					
8. Vocational-Technical School					
9. Further Education					
10. Other (Explain)					

APPENDIX E

Teacher Survey Form

TEACHER SURVEY

Directions: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported by class nor will it be used to evaluate your teaching.

1. School _____ Date _____

2. City/Town _____

3. What grade level(s) do you teach? _____

4. If you teach in Junior or Senior high school, what subject(s) do you teach?

_____

5. How many years of teaching experience do you have?

____ 1. I am in my first year
____ 2. 2-5 years
____ 3. 6-10 years
____ 4. 11-20 years
____ 5. 21 or more years

6. What assistance and materials have you received this year for implementing Career Education concepts in your classes? (This assistance could have come from staff in your school or Western Wisconsin Technical Institute staff members.) Check all that apply.

____ 1. Written materials on Career Education.
____ 2. Career Education instructional packages.
____ 3. Films related to Career Education topics.
____ 4. Slide/tape series on Career Education topics.
____ 5. Other A-V media.
____ 6. Assistance in inserting Career Education content in my courses.
____ 7. Spoke to my class.
____ 8. Helped to identify resource speakers.
____ 9. Helped to identify places to visit on field trips.
____10. Other: _____

7. To what extent has this assistance helped you to include Career Education concepts and information in your class?

____ 1. Have not received any assistance.

____ 2. Asked for help but did not receive assistance.

____ 3. Slight help.

____ 4. Some help.

____ 5. Considerable help.

____ 6. Extensive help -- the major factor in helping me include Career Education in my class.

8. Listed below are several activities and methods for <u>presenting Career Education</u> information and concepts to your students. Please indicate the extent to which you used each <u>this year</u> (<u>Column A</u>). Response range from "Never" (1) to "Once per week" (5). In <u>Column B</u>, mark whether your use of the activity increased (3), stayed the same (2), or decreased (1) this year as contrasted to your activities and methods three years ago. Please estimate this. If you were <u>not</u> teaching three years ago, leave Column B blank.

Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use					Column B: Change in Use from 1972-73		
	Never		1/Mo.		1/Wk.	Decreased	Same	Increased
	1	2	3	4	5	1	2	3
1. Field trips	1	2	3	4	5	1	2	3
2. Visitors or speakers	1	2	3	4	5	1	2	3
3. A-V media (Slides, films, etc.)	1	2	3	4	5	1	2	3
4. Special written materials (brochures, articles, etc.) for Career Education	1	2	3	4	5	1	2	3
5. Group counseling	1	2	3	4	5	1	2	3
6. Individual counseling	1	2	3	4	5	1	2	3
7. Peer counseling (students counsel students)	1	2	3	4	5	1	2	3

Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use — Never 1	2	1/Mo. 3	4	1/Wk. 5	Column B: Change in Use from 1972-73 — Decreased 1	Same 2	Increased 3
8. Themes, papers or term papers	1	2	3	4	5	1	2	3
9. Educational TV	1	2	3	4	5	1	2	3
10. Projects	1	2	3	4	5	1	2	3
11. Displays	1	2	3	4	5	1	2	3
12. Games (Career Education)	1	2	3	4	5	1	2	3
13. Educational Fairs	1	2	3	4	5	1	2	3
14. Role playing	1	2	3	4	5	1	2	3
15. Simulated work situations (class runs a business, etc.)	1	2	3	4	5	1	2	3
16. Relating language arts to Career Education concepts.	1	2	3	4	5	1	2	3
17. Relating math skills to various occupations	1	2	3	4	5	1	2	3
18. Relating science and health to various occupations	1	2	3	4	5	1	2	3
19. Relating social studies to various skills needed in an occupation	1	2	3	4	5	1	2	3
20. Relating the arts to occupations and leisure activities	1	2	3	4	5	1	2	3

Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use					Column B: Change in Use from 1972-73		
	Never		1/Mo.		1/Wk.	Decreased	Same	Increased
	1	2	3	4	5	1	2	3
21. Presenting activities to help all of my students identify their interests and skills	1	2	3	4	5	1	2	3
22. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1	2	3	4	5	1	2	3
23. Activities to start my students thinking about selecting a career	1	2	3	4	5	1	2	3
24. Discussed jobs related to topics or units presented in class	1	2	3	4	5	1	2	3
25. Encouraged students to think about selecting a career.	1	2	3	4	5	1	2	3

8. What additional assistance do you need to improve the Career Education portion of your program?

Thank you for responding. Please return in the enclosed envelope to:

Orville Nelson, Co-Director
CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

kj

APPENDIX F

Administrator/Counselor Survey

THIRD PARTY EVALUATORS
February 23, 1976

WWTI CAREER
EDUCATION PROJECT

ADMINISTRATOR/COUNSELOR SURVEY

DIRECTIONS: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported or used to evaluate your performance.

1. School _____ Date _____

2. City/Town _____

3. What is your assignment? _____

4. At what level(s) do you work? (Check all that apply)

___ (1) Elementary

___ (2) Junior High School

___ (3) Senior High School

5. How many years have you been in your present job?

___ (1) I am in my first year

___ (2) 2-5 years

___ (3) 6-10 years

___ (4) 11-20 years

___ (5) 21 or more years

6. What assistance and materials have you received this year for implementing Career Education in your school? (This assistance could have come from Robert Pendleton, Morrie Severson, Dale Steffen, Richard Rogers, Richard Ammerman, Jerry Ditmer or other WWTI staff members.) Please mark two responses to each item. In Column A on the left, place a check mark if your school received the assistance this year. In Column B on the right, indicate the amount of assistance your school needs next year.

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

COLUMN A		COLUMN B		
✓ if assistance was rec'd this yr.	Assistance/Materials Provided	Assistance needed next yr. None 1	Some 2	Extensive 3
_____ 1.	Written materials on Career Education	____	____	____
_____ 2.	Career Education instructional packages	____	____	____
_____ 3.	Films related to Career Education	____	____	____
_____ 4.	Slide/tape series on Career Education Topics	____	____	____
_____ 5.	Other A-V Media	____	____	____
_____ 6.	Assistance in inserting Career Education content in our courses	____	____	____
_____ 7.	Spoke to some of our classes	____	____	____
_____ 8.	Helped to identify resource speakers	____	____	____
_____ 9.	Helped to identify places to visit on field trips	____	____	____
_____10.	Assisted with curriculum development for vocational and capstone courses	____	____	____
_____11.	Assisted with curriculum development for career education units and content for academic courses	____	____	____
_____12.	Assisted with curriculum development for career education units and content for other courses	____	____	____
_____13.	Assisted in placing students or developing a placement process for students who were about to terminate their attendance at our school. (Placement of graduating seniors in jobs, placement of graduates in advanced educational programs, placement of dropouts, etc.)	____	____	____
_____14.	Helped to develop a Career Corps	____	____	____
_____15.	Other _____	____	____	____

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

7. To what extent has this assitance helped you and your school to include Career Education concepts and information in your classes?

_____ (1) Have not received any assistance

_____ (2) Asked for help but did not receive assistance

_____ (3) Slight help

_____ (4) Some help

_____ (5) Considerable help

_____ (6) Extensive help—the major factor in helping me include Career Education in our classes

8. Did you have any problems in obtaining assistance from WWTI?

9. Please list any additional comments that you would like to make in regard to assistance received from WWTI.

Thank you for responding. Please return to: Orville Nelson, Co-Director
CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

158

kj

Appendix G containing Evaluation Designs was not reproducible and was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

Coordinating Chairman, West Area
Richard Rogers
Career and Continuing Education Resource Center
La Crosse, Wisconsin

TABLE OF CONTENTS

Section		Page
	Identification Information	
A	Accomplishments and Major Activities	
B	Career Education Resources	
C	In-Service	
D	Other Agencies	
E	Publicity Activities	
F	Dissemination Activities	
G	Evaluation	

****

1. Project Number: F5007VW
2. Grant Number: OEG-0-73-5297
3. Title of Project: Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
4. Grantee Organization: Western Wisconsin Technical Institute
5. Project Director: Richard A. Rogers
6. Period Covered: April 1, 1976 to June 30, 1976

A. Accomplishments and Major Activities

1. Additional video tapes were produced emphasizing career awareness at the local level. These tapes are approximately 20 minutes in length and stress careers available in La Crosse. This video tape library now includes ten local firms. These tapes will be edited during the summer and made available to teachers in La Crosse. Plans include the continuation of the production of these tapes until a complete local library is available.

2. Plans for continued contracted high school services were discussed at a joint meeting between Cooperation Educational Service Agency 11, local school personnel, and the West Center Coordinator. Programs for the fall now include exploratory experiences in automotive, welding, electricity, and health services.

3. Two groups at W.W.T.I. were contacted in a continuing effort to provide career education in-service to staff and students at the local institution. A three-hour in-service session was held for all adult basic education staff members, and a two-hour career education presentation was given to staff and students of the new developmental program. In all, over 150 people were involved in these two training sessions.

4. Pre-tests and post-tests were completed and an analysis is now being made of the three career education units taught at the ninth grade level in each of the junior high schools in La Crosse. Help in curriculum development, methodology, resource utilization and identification, and materials use was given to the six junior high school teachers involved in the nine-week unit on career exploration. Test results will be studied to improve the program for next year.

5. Teachers at Franklin Elementary School in La Crosse were contacted and plans were made for inclusion of career awareness activities in the grades 4-6. The teaching team involved is developing various methods of approaching career awareness using materials, resources, and curriculum guides developed at the local level. This represents the first attempt by this teaching team to approach career education.

6. Several career extension programs were presented during the spring term of the adult evening program. These classes were planned and coordinated through the cooperation of business, industry, and a variety of community agencies. Examples of these programs include: 1) certified professional secretaries, 2) assessor training, 3) management

BEST COPY AVAILABLE

potential and development for women, 4) management seminars, 5) incorporating a small business, 6) welding practices for ironworkers, 7) home care aides, 8) paraprofessional workshop.

7. Field trips through W.W.T.I. for the junior high school students in La Crosse were coordinated and included definite career exploration in many program areas.

8. Placement activities, through the Jobs Office, continue at the three high schools in La Crosse - Central, Logan, and Aquinas.

B. Career Education Resources

1. In cooperation with the local public schools, continued upgrading and improvement of career materials is a constant process. Material utilization has increased in La Crosse and the local district is purchasing additional career education materials to supplement project resources.

2. The business and industrial video tape library is being expanded.

3. All IMC Directors in La Crosse have been contacted and copies of the resource material are located in each of the material centers.

C. In-Service

1. Title I reading teachers from throughout the District were given a three-hour workshop on career education concepts and materials. These series of workshops were planned jointly with the Cooperative Education Service Agency 11 and involved approximately 80 teachers, aides, and administrators.

2. Staff development in-service included sessions for adult basic education teachers and staff and students in W.W.T.I.'s Developmental Program.

D. Other Agencies

1. New agencies involved in center activities included the Community Care Organization of La Crosse and the Tribal Council. Two classes grew out of these contacts: 1) home care aide training, and 2) Winnebago handcrafts.

2. Continued contact with various community agencies has aided in program development and improvement.

E. Publicity Activities

1. Brochures and pamphlets were published and disseminated to specified interest groups on a variety of extension career classes and career education in-service and workshop possibilities.

2. Advertisements, new articles, and radio releases were used to publicize career and continuing education activities throughout the reporting quarter.

F. Dissemination Activities

1. All career education filmstrips and cassettes are in the La Crosse Public Schools 100 percent of the time.

2. I.M.C. Directors are the contact persons in each school for materials available through our resource listings.

3. La Crosse teachers have increased their utilization of all career materials available.

G. Evaluation

1. Pre-tests and post-tests have been completed by the three La Crosse junior high schools.

2. Evaluation of three experimental and three control elementary schools in La Crosse regarding career education is completed.

Coordinating Chariman, Northwest Area
Richard A. Ammerman
Career and Continuing Education Resource Center
Arcadia, Wisconsin

TABLE OF CONTENTS

Section		Page
7	Accomplishments	
8	Major Activities and Events	
9	Problems	
10	Publicity Activities	
11	Dissemination Activities	
12	Progress in Data Collection and Evaluation Plans and Procedures	
14	Staff Employment and Utilization	
15	Staff Development	

****

1. Project Number: F5007VW
2. Grant Number: OEG-0-73-5297
3. Title of Project: Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
4. Grantee Organization: Western Wisconsin Technical Institute
5. Project Director: J. Robert Pendleton
6. Period Covered: April 1, 1976 to June 30, 1976

7. Accomplishments

A. Activities

1. The tabulation of placement activities has not been received from the third-party evaluator at this time.

2. Career films and filmstrips have been extensively utilized during this year.

3. Seven of the fourteen people who took the General Education Development Test (G.E.D.) passed and will be receiving their equivalency certificate from the Wisconsin Department of Public Instruction. For those who did not make the minimum score, a re-test will be given in October of 1976.

4. Classroom space in the Northwest Center has remained in continual usage.

5. The Career Mobile will be scheduled at various county fairs throughout the district so that the adult population may utilize the facility.

6. Awareness of job application activities took place at Gale-Ettrick-Trempealeau High School.

7. Full-time counselors visited all high schools in the district to make students and counselors more aware of career opportunities.

B. Career education resources

1. A listing of damaged or lost career education software materials is presently being compiled for replacement in the resource library.

2. New career education software materials are being purchased.

C. In-service training

1. In-service for educators and the adult public continued as in the past. The scheduling of formal in-service is difficult because of the time element.

2. Individual meetings with new administrators are being scheduled to acquaint them with the services that are available from the center.

D. Other agencies

1. These agencies continue to use the facilities of the Northwest Center.

   a. University Extension
   b. City Council
   c. City Commission
   d. Fire Department
   e. Municipal Court
   f. Congressman Baldus's office
   g. Private business
   h. Department of Vocational Rehabilitation
   i. Office of Economic Opportunity
   j. Mississippi River Human Service Center
   k. Head Start
   l. School Boards
   m. Department of Social Services

E. Career and occupational extension training

1. There have been several C.P.R. classes held in the area. For the most part these classes were held to upgrade ambulance and hospital personnel.

2. Fire service classes were held for the volunteer fire departments in the area.

3. A complete Driver Education program will be held during the summer months for fifteen adults.

4. There were 793 adults enrolled in various programs during the last term. The total registration for the year was 1,514 separate individuals.

5. As the center is in existence longer, the requests for extension training for individual groups in becoming greater.

F. Career counseling

1. There have been 86 individuals at the center for career counseling and other educational information.

2. Counseling of these 86 individuals has been done in the following areas:

   a. Traffic Safety
   b. Group Dynamics
   c. G.E.D. testing
   d. High School Completion
   e. V.T.A.E. full-time programs
   f. V.T.A.E. part-time programs
   g. Baccalaureate programs

8. Major activities and events

   A. The classes for the fall term are presently being organized.

   B. The G.E.D. Test will be given again in October. (Re-test and new people)

   C. The next regularly scheduled meeting of the Advisory Committee for the Northwest Center will be in September of 1976.

9. Problems

   A. The problem of motivating instructors to think in terms of the concepts of career education remains the major one. I believe that in time and with perseverance, we shall succeed.

10. Publicity activities

   A. All media within the area cooperates extensively for the promotion of career education and continuing adult education.

11. Dissemination activities

   A. A new listing of the available software material will be distributed to all concerned parties when it becomes available.

   B. Career and continuing education flyers will be mailed to all residents in August.

   C. A letter to instructors notifying them of their teaching assignments for the fall term will be distributed in the early part of August.

12. Progress on data collection and evaluation and procedures

   A. Results of the placement survey for Arcadia High School are not available at this time.

   B. Surveys were given to present continuing education enrollees to help make a determination of program needs and desires.

14. Staff employment and utilization

A. There will be a new person for the career and continuing education supervisor at Taylor High School. A designation of the person has not been made at this time.

B. There has been no other changes in full-time personnel.

15. Staff development

A. An in-service will be held for career and continuing education supervisors on September 8, 1976.

Coordinating Chairman, Northeast Area
Gerald Dittmer
Career and Continuing Education Resource Center
Sparta, Wisconsin

TABLE OF CONTENTS

Section		Page
	Identification Information	
7	Accomplishments	
8	Major Activities and Events	
9	Problems	
10	Publicity Activities	
11	Dissemination Activities	
12	Progress on Data Collection and Evaluation Plans and Procedures	
13	Other Activities	
14	Staff Employment and Utilization	
15	Staff Development	

****

1. Project Number: F5007VW
2. Grant Number: OEG-0-73-5297
3. Title of Project: Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
4. Grantee Organization: Western Wisconsin Technical Institute
5. Project Director: Richard A. Rogers
6. Period Covered: April 1, 1976 to June 30, 1976

7. Accomplishments

A. Center Usage

1. Classroom space at the Northeast Center is in constant usage. Approximately 100 individuals have attended classes at the center during the past quarter, those classes including Group Dynamics, General Traffic Safety School, Adult Basic Education and Adult Farmers. In addition, the National Registry Exam for Emergency Medical Technicians was given to fifty (50) persons at the center on June 4, 1976. Various meetings also are held here periodically.

2. The number of individuals contacting the center for career guidance and course and program information remains fairly constant - approximately 150 per quarter. It is apparent that the Northeast Center has established itself as a viable source of such assistance, as requests come from throughout the area it serves.

3. Incoming telephone calls totalled approximately 300, slightly less than the previous quarter due to the fact that most classes for the semester were already in progress or were completed.

B. Career Education Resources

1. The career awareness filmstrips and cassettes available through the center were in continual usage through the end of the school year. The Wisconsin Child Center and Black River State Camp personnel also have made extensive use of these career education materials.

2. Two Sparta elementary teachers scheduled the "Bread and Butterflies" film series for use in their classrooms. Manuals were provided for them and films were scheduled. The students reportedly exhibited "high interest" in this series.

3. Michael Donahue, Sparta Schools Guidance Counselor, has requested that the Career Mobile be scheduled for use during a two-week summer counseling program to be held in Sparta.

C. Adult Evening Program, Trade Extension and Special Services

1. Adult Evening enrollment in the Northeast area for Semester II, 1975-1976, totalled 816 persons.

2. Associate Degree courses continue to attract students as more of them become aware that such programs are available outside of the La Crosse campus. Quarter II, 1975-1976, enrolled 99 students in Associate Degree courses. Quarter III - 148.

3. The Northeast Center continues to provide business and industry in its area with a number of trade extension programs and special services. Examples completed this quarter include Shorthand Review held for employees of the Veterans' Administration Hospital, Blueprint Reading (2 classes) for Toro Company in Tomah, and Multimedia First Aid for the faculty of Melrose-Mindoro School.

4. Black River State Camp, a minimum security correction facility, continues to utilize Western Wisconsin Technical Institute's services for instructional purposes. Both the driver education program and the introductory music program have been renewed, and a typing class is scheduled to begin this month.

5. Coordinating Chairman Dittmer recently conducted a tour of the Western Wisconsin Technical Institute campus and facilities for fifth and sixth graders from Franklin Elementary School in La Crosse.

6. Summer training at Fort McCoy for army reservists is again in progress during June and July, conducted through Western Wisconsin Technical Institute and coordinated through the Northeast Center. Approximately 270 reservists will be receiving training in various skill areas during this six-month training period.

D. Counseling

1. On April 9, 1976, Mr. David Elkins of Western Wisconsin Technical Institute was available at the Northeast Center to speak with those interested in learning about the school's programs, financial aids, etc.

2. Mr. Dittmer is available at the Northeast Center to assist all who visit to discuss career possibilities, programs available, etc.

8. Major Activities and Events

A. Surveys

1. Four survey instruments were recently developed by Community Services to assess the educational needs and desires of the population of the Northeast and East regions.

One survey was sent home with all first graders in the area in the hope of reaching many young parents. The second was completed by high school juniors and those seniors who are planning to attend Western Wisconsin Technical Institute in the fall.

The remaining two, a random telephone survey and an assessment of the needs of area organization (trade, industry, business, etc.) are to be presently completed.

B. G.E.D. Testing

1. The G.E.D. Test will again be offered at the Northeast Center on July 20 and 21, 1976. Approximately 20-25 people have taken the test each time it has been given at the center.

C. Courses Planned

1. Evening adult vocational and Associate Degree classes for the 1976-1977 school year are presently being scheduled.

2. A federally funded 200-hour pre-employment custodial career training program for the disadvantaged is presently being planned at Western Wisconsin Technical Institute. Coordinating Chairman Dittmer is assisting in the organization of this program which is designed for approximately 15 people. If successful, it will hopefully become an ongoing training program.

3. A type of blanket program is being considered through which mini-career exploratory courses will be offered as the demand arises.

D. Northeast Center Facility

1. With the closing of the Wisconsin Child Center at the end of June, 1976, it will become necessary that the center vacate Cottage E in the near future. Although our lease may be extended through September 30, 1976, it is hoped that arrangements can be made to lease Cottage M, which would provide more spacious facilities. Plans have not been finalized at this time.

9. Problems

10. Publicity Activities

A. Newspaper Coverage

1. Newspaper coverage of all activities and events is excellent.

11. Dissemination Activities

A. Flyers

1. Flyers promoting summer quarter Associate Degree courses in La Crosse at Western Wisconsin Technical Institute were distributed to those who had requested them and to various offices and agencies in the area.

2. Flyers were mailed to all industries in the area promoting the Hazard Recognition Seminar held in La Crosse at Western Wisconsin Technical Institute in May, 1976.

B. Other

1. A listing of Winona State University extension classes held in La Crescent, Minnesota for Quarter III (Spring) was referred to a Sparta High School teacher who had requested information on any courses available in vocational course construction.

2. Software and other career education materials are constantly being distributed to all who request them.

12. Progress on Data Collection and Evaluation Plans and Procedures

A. Surveys

1. The needs and assessment surveys which were made through the first graders have been returned to the Northeast Center. Results will be compiled soon.

13. Other Activities

14. Staff Employment and Utilization

A. Custodial Staff - Northeast Center

1. Peter Harmon, who has been employed as custodian at the center under the WIN Program through the Department of Social Services, was hired by the Northeast Center to continue his duties when his work experience program time elapsed. He also attends the Adult Basic Education class at the center and hopes to be prepared to take the G.E.D. Test in July.

15. Staff Development

Coordinating Chairman, East Area
Dale Steffen
Career and Continuing Education Resource Center
Mauston, Wisconsin

TABLE OF CONTENTS

Section		Page
	Identification Information	
7	Accomplishments	
	Major Activities and Events	
9	Problems	
10	Publicity Activities	
11	Dissemination Activities	
12	Progress on Data Collection and Evaluation Plans and Procedures	
13	Other Activities	
14	Staff Employment and Utilization	
15	Staff Development	

* *

1. Project Number: F5007VW
2. Grant Number: OEG-0-73-5297
3. Title of Project: Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
4. Grantee Organization: Western Wisconsin Technical Institute
5. Project Director: Richard A. Rogers
6. Period Covered: April 1, 1976 to June 30, 1976

7. Accomplishments

The Developmental Program for adults with learning problems in basic skills continues to be much needed in the area. Enrollments consist of persons on regular schedules of 40 hours per week, some on 30 hours per week and some on lesser regular periodical time patterns, in addition to those students "dropping-in" for special needs or particular assignments. These enrollees include adults from the WIN or Work Incentive Program and the CETA or Comprehensive Employment Training Act, public elementary and parochial school students, high school students, drop-outs, and older citizens plus those persons wishing to review or take refresher lessons.

The G.E.D. test was administered to fourteen (14) adults on April 13-14, 1976 at the East Career Center. This second testing period was again followed by counseling sessions, urged by Juneau County Job Service, as well as Career Center personnel. Placements particularly were discussed, future educational plans reviewed and evaluations and suggestions for improvement were sought.

Persons contacting the East Center for career guidance and information seems constantly on the increase. At least 250 persons visited the center for reasons other than for class meetings and approximately 425 telephone calls were received this quarter.

The East Area Coordinator continued periodically to attend the Juneau County Adult Center meetings during the quarter. As a director on this local board, concerns toward eventual local control included problems of local funding, administration procedures, and the development of a new location for the center. In addition, he regularly attends meetings of the Mental Health Advisory Committee for the Tri-County Board.

Many informal meetings were held with various members of the East Area Advisory Committee relative to the development of needs assessments, and to plan for future expansion of facilities made necessary by crowded conditions.

Demands for the filmstrips and cassettes and other software were on the increase during the quarter. Hillsboro High, Brookwood Elementary, Wyeville Elementary, Necedah Public and Royall High Schools were particularly heavy users.

8. Major Activities and Events

The East Area Coordinator attended the final session of the Conversational Winnebago Course No. 802-404. Ms. Stella Johnson, a Winnebago Indian and the instructor, reviewed the completed program at considerable length with Dr. Steffen. Suggestions for improvement and techniques for cultural and language preservation were discussed at length. It was noted with favor that at various times during the ten (10) class sessions at least fifteen (15) additional tribesmen had visited quite often. Plans were also made to continue the class next fall.

On April 8 the East Area Coordinator continued educational discussions with members of the New Lisbon Career Corps of New Lisbon, Wisconsin. Mr. Gerald Dittmer and Mr. Morris Severson assisted in the discussion groups divided into areas of general categories including post-high school education, on the job training, apprenticeship programs and occupational classification and information dissemination. This orientation period reinforced the enthusiasm of this unusual group of young people. Another interesting session was devoted to invited guests of the community, who were then willingly questioned by the Career Corps members. At this session, a young representative from Viterbo College of La Crosse, Wisconsin, described her college and answered further questions posed to her. Sixteen (16) members of the group spent one day visiting the University of Wisconsin-La Crosse and the Western Wisconsin Technical Institute campus at La Crosse accompanied by James Benson of Western Wisconsin Technical Institute and Dr. Steffen. Complimentary comments from adults at these schools visited reinforced our opinion regarding the interest, enthusiasm and fine personal qualities of these young high school students. Dr. Rogers assisted by Dr. Steffen helped the Career Corps formally to organize and to plan strategy for the following school year. Dr. Rogers also reviewed problems and possible solutions following the presentation of the film "You Can Surpass Yourself." In conclusion, these New Lisbon Career Corps students remained most attentive, most punctual, and most interested throughout all sessions. "They shall succeed!"

Some of the members of the Juneau County Board of Concern have requested that the East Area Coordinator consider the role of a board member on the Central Wisconsin Community Action Council. Their concern includes educational grants, scholarships and financial assistance for the underprivileged and handicapped. Nevertheless, Dr. Steffen will continue to lend support to the Juneau County Board of Concern and thereby contribute to educational opportunities for these segments of the population.

A statewide slate of representative persons in vocational, technical and adult education was selected to assist the University of Wisconsin-Stout in a pilot evaluation of the Community Services Division of the Adult Vocational, Technical and Adult Education District I - Eau Claire, Wisconsin. Messrs. J. Robert Pendleton and Dale Steffen participated on this team charged also with attempting to develop evaluation instruments and techniques for reference and use by future evaluation teams. The days spent in the area of Eau Claire, Wisconsin, proved most informative to each member invited for this project.

In preparation for an Emergency Medical Technician (EMT) class, an advanced first aid course will be held this summer in Hillsboro. In the fall, it is also planned to develop a Firemanship I program in this community for persons volunteering in the Hillsboro Fire Department. Personal satisfaction gained and acknowledged appreciation received for participation in services of part-time careers of these types in small communities always far surpasses the monetary gains.

9. Problems

J. Robert Pendleton with other Western Wisconsin Technical Institute personnel continued to meet with the Juneau County Board of Supervisors' Committees as well as the entire board. Numerous visitations by administration personnel, including District Director Charles Richardson, have continued in an effort to determine future facilities commensorate with anticipated future programs for the East Area Center in Mauston.

10. Publicity Activities

Summer programs met with problems involving uncertainty of classroom facilities during the interim of location changes for the center. Other than the students of the Developmental Program, who incidently will have their classes in a temporary space renovated for the summer, the consensus of student opinion was to await classes for the fall term.

The Juneau County Fair and the Elroy Fair books contained notices of the Western Wisconsin Technical Institute again this year. In past years, the Career Mobile was a welcome exhibit for the visitors of these fairs.

11. Dissemination Activities

A follow-up of career development projects included the eighth grade classes of Ms. Althea Leland of Brookwood Junior High School. Some of the projects created renewed interest in school for students, and completed career projects were requested and donated to the East Area Career Center Library.

Mr. Morris Severson, South Area Coordinator, and Dr. Steffen were invited to conduct classes for the seventh graders of Brookwood Junior High School on April 13. At these sessions, careers, apprenticeship programs, educational needs, and personal qualifications were enthusiastically discussed among the students.

12. Progress on Data Collection and Evaluation Plans and Procedures

Under the leadership of the Project Director, Community Services Personnel of the Western Wisconsin Technical Institute proceeded toward the final development of instruments best suited and adaptable for an educational needs assessment for the Western Wisconsin Technical Institute East Area residents. Procedural methods were discussed, evaluated and final selection made to insure most adequate educational assessments in the area. The segments of the population, the methods of participation selected and the status of development are as follows:

1-A questionnaire submitted to all parents of first grade students - completed and ready for analysis

2-A questionnaire submitted to all eleventh grade students - completed and ready for analysis

3-A questionnaire submitted to all twelfth grade students to attend Western Wisconsin Technical Institute next term - completed and ready for analysis

4-A questionnaire has been developed for a random selection of persons by telephone - planned for summer and fall

5-Format developed for a series of regional advisory committees composed of leaders and citizens of communities within the East Area of Western Wisconsin Technical Institute - in progress

Data were collected for the Third Party Evaluation team, Dr. Orville Nelson, Director. The schools and grade levels participating in the East Area were as follows:

A - Elroy-Kendall-Wilton-Royall
1. Third Grade
2. Sixth Grade
3. Ninth Grade
4. Twelfth Grade

B - Hillsboro
1. Third Grade
2. Sixth Grade
3. Eighth Grade
4. Eleventh Grade

C - New Lisbon
1. Twelfth Grade plus the members of the Career Corps who are not in Twelfth Grade

D - Brookwood (Control School)
1. Third Grade
2. Sixth Grade
3. Eighth Grade
4. Eleventh Grade

13. Other Activities

Career education encompasses many facets of the learning process. Therefore, it seemed most appropriate for the East Area Coordinator to spend considerable time in an effort to assist those teachers requesting additional in-service expertise for their improvement in instruction techniques. Selecting from a myrid of possibilities, it also seemed most appropriate to help organize a course compatible with the continued and further development of career education patterns in primary and secondary schools of the area. Consequently, a course number 431-501 entitled, "Introduction to Learning Disabilities" was selected and will be under the jurisdiction of the University of Wisconsin-Stout and will be held in this area. All tuition monies have been collected from students and Dr. Steffen will submit these monies to the University with the list of potential class members at an early date.

On Saturday, April 10, Dr. Steffen attended a class for tax assessors to determine future interest in a second phase of the program. This group of adults were preparing for an examination of proficiency required of all town assessors in Wisconsin. The majority of the group indicated enrollment in an additional program to follow the completion of this class.

14. Staff Employment and Utilization

As cited elsewhere, an addition to the call staff included the employment of a member of a minority group. Fortunately, Ms. Stella Johnson was pursuaded to teach a class in her native Winnebago language . She enriched the program by interspersing much of the background and information to members of her class regarding the Winnebago Indian culture.

15. Staff Development

Dr. Steffen and staff at the East Area Career Center met at various times to discuss problems, evaluate efforts, and suggest improvements for the Developmental Program. Mr. Robert Willett, C.E.T.A. Enrollment Representative for Juneau County Job Services, and Ms. Patty Flint, A.B.E. Recruiter, assigned to our center, met in May with Area Coordinator Steffen, Secretary Pat Tyler and the adult education instructors. He discussed the procedures in the assignment of students in the C.E.T.A. and W.I.N. Programs.

The Administrative staff of Western Wisconsin Technical Institute continues to meet periodically to discuss general procedures and specific developments. In addition, J. Robert Pendleton conducts called meetings with all Area Coordinators to review current problems and techniques.

Coordinating Chairman, South Area
Morris Severson
Career and Continuing Education Resource Center
Viroqua, Wisconsin

TABLE OF CONTENTS

Section		Page
1-6	Identification Information	
7	Accomplishments	
8	Major Activities and Events	
9	Problems	
10	Publicity Activities	
11	Dissemination Activities	
12	Progress in Data Collection and Evaluation Plans and Procedures	
13	Other Activities	
14	Staff Employment and Utilization	
15	Staff Development	

****

1. Project Number: F5007VW
2. Grant Number: OEG-0-73-5297
3. Title of Project: Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
4. Grantee Organization: Western Wisconsin Technical Institute
5. Project Director: Richard A. Rogers
6. Period Covered: April 1, 1976 to June 30, 1976

FOURTH QUARTERLY PROGRESS REPORT OF THE IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA
SOUTH CENTER, VIROQUA

6. Period Covered: 4/1/76 through 6/30/76 Project No. F5007VW

7. Major accomplishments during this period:

a. The adult continuing education progress is winding down for this school year. The second semester showed a substantial enrollment increase over the first semester: 1001 second semester and 644 first semester enrollments.

The increase was due primarily to the additional special courses offered during the second semester such as the fire service extension classes at Viroqua and West Salem; First Aid at Onalaska and Viroqua; Cardio-Pulmonary Resuscitation at Viroqua and Westby; and the Nursing Assistant courses offered at the Viroqua South Center facilities

b. Adult Basic Education at the South Center continues to meet two evenings each week. Fifteen persons are currently enrolled.

c. The General Educational Development test battery was administered to three persons on May 18 and 19 and on May 25 and 26. The double schedule was necessary to accomodate a young man who could not get his school's permission to take the tests until after his class had graduated on May 21, 1976.

One of the three was successful in attaining the high school equivalency certificate. The other two are back in the classroom working on their indicated areas of weakness. Both plan to be retested as soon as permissible.

The gratifying part of this testing session was that the person who was successful has almost given up in the middle of the testing session thinking she did not know enough to pass the tests. After considerable encouragement by the South Center staff she completed the test battery.

A fourth person attempted to take the tests, but was refused because he did not have a letter from his school granting permission to be tested.

d. Production Agriculture class meets at the South Center twelve hours per week. Thirty-four are currently enrolled. The class will be recessed most of the month of June for seasonal farm work.

e. The South Center Coordinating Chairman interviewed persons for teaching Conservation and Ecology for the Production Agriculture program. He was successful in finding a very well qualified person for the position.

f. Walk-in and telephone inquiries about career education opportunities have leveled off, due primarily to increased seasonal employment opportunities in the rural areas.

8. Major Activities and Events.

a. Bangor School District

The Career Development Inventory post-test was administered to the 7th, 9th, and 12th grades at Bangor Junior and Senior High School. Mr. Ted Kakaliouras, principal, coordinated the administration of the survey instruments.

The completed survey forms were collected and sent to Dr. Orville Nelson at Stout State University for evaluation.

The chairman of the South Center will continue to work with Ms. Sue Zimmerman in scheduling career education materials for Bangor schools and also to assist with the further development of the Career Corps at Bangor.

b. Cashton Public Schools

Post-test survey forms were completed by the 3rd, 6th, 9th, and 12th grade levels at Cashton, a control school. Mr. Mike Healy, Superintendent, and Mr. Fred Yorelinek, grade school principal, coordinated the activities.

Completed survey forms have been forwarded to Dr. Nelson at Stout State University for project evaluation.

c. De Soto School District

Paul Harshner, district counselor, and Roger Champlin, L.V.E.C, report continued high interest in student utilization of career education materials provided from the South Center. These materials are utilized in a "Career Corner" they have established in the school.

Plans for next school year's utilization of career education materials at De Soto are being finalized at this time.

d. La Farge School District

Joe Niles, school counselor, reports continued interest by staff and students in utilizing materials in both classrooms and the "career Knook" Joe has established in his office.

Plans for next year are being considered at this time.

e. Viroqua School District

Al Boll, Social Studies instructor, coordinates the career education at the high school. His "Career Corner" has become very popular with the students. Increased use of A.V. materials from the South Center indicates continued high interest among students for career information.

Mr. Boll is planning additional utilization of career educational materials and equipment for the coming school year. Materials from the South Center coupled with the use of the computer terminal has made a very acceptable career education package for Viroqua students.

f. Westby School District

Utilization of career education materials in the Westby district has continued to increase during this quarter. Russ Holte, district counselor, is working and planning with the teachers of the district for next school year's scheduling of career education materials from the South Center.

g. West Salem School District

The Coordinating Chairman of the South Center is continuing to work through Ms. June Slettland, high school counselor, and several instructors in the utilization of career education materials. Planning for next school year is in progress at this time.

h. Discussion on possible assistance to the five schools with whom Al Szepi, L.V.E.C., is coordinating vocational educstion is continuing. Curriculum development, personnel, equipment, and facilities have been mentioned as possible areas of assistance.

9. Problems

a. Problem areas remain the same. Wearing two hats is difficult; teacher reluctance to change; and replacement of A.V. materials as they become lost, stolen, or worn out from use and abuse.

10. Publicity Activities

11. Dissemination Activities

a. Career information and materials are provided to those requesting specific information, be it by phone, mail or in person

b. Information about specific career extension courses offered throughout the district is delivered in person so that questions can be answered immediately.

c. Meetings with groups of interested persons in the East region of the district are planned for this summer. South Center Coordinating Chairman will assist Dr. Steffen with these meetings.

12. Progress on Data Collection and Evaluation Plans and Procedures.

a. The information data forms for the post-test evaluations at Cashton and Bangor have been collected and forwarded to Dr. Orville Nelson, Stout State University, Third Party Evaluator.

b. A series of meetings are planned this summer in the Eastern region of the district to establish the feasibility of offering additional programs at the new East Center facilities. Mr. Severson South Center Chairman will assist Dr. Steffen with the meetings.

13. Other Activities

a. South Center Coordinating Chairman assisted Dr. Steffen with the orientation sessions for the second group of students who will become members of the New Lisbon Career Corps.

b. The Coordinating Chairman previewed the 16mm film on Western Wisconsin Technical Institute Agr -Business with the employees of the Nelson Agri-Center. The film was commercially produced at the Nelson Agri-Center. The film will be utilized throughout the District to bring the Agri-Business story to interested groups.

c. The Coordinating Chiarman attended the meeting of UW- Extension and VTAE people at Arcadia on April 2, 1976. Theme of the meeting was to understand the responsibilities of each of the higher education organizations in offering courses to constituents. Avoidance of duplication of effort was stressed.

d. The South Center Coordinating Chairman assisted Dr. Steffen with a career education orientation program for the two seventh grade classes in Brookwood Junior High on May 13, 1976. The students were very attentive and eager for career information and asked many pertinent questions.

e. The Coordinating Chairman attended the WAVAE convention in Green Bay on May 6 and 7, 1976.

f. On May 11, Dave Elkins, Western Wisconsin Technical Institute high school liaison person was at the South Center to review enrollment procedures for persons wishing to attend Western Wisconsin Technical Institute. He also updated program information available to the public.

g. The Coordinating Chairman was successful in finding a qualified teacher for the class for those with learning disabilities at the La Crosse County Home in West Salem. Nine persons are currently enrolled.

14. Staff Employment and Utilization

No change.

15. Staff Development

a. Personnel from the South Center attended the state WAVAE convention in Green Bay on May 6 and 7, 1976.

b. Continual reading concerning career education contributes to the development of the staff.

****

CE 008 924